

STATE PERFORMANCE PLAN

IDEA PART C



December 2005 — December 2011

State of Iowa
Bureau of Children, Family and Community Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

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INTERAGENCY COORDINATING COUNCIL
CERTIFICATION OF ANNUAL REPORT

On behalf of the Interagency Coordinating Council (ICC) of Iowa, I certify that the ICC ☒ agrees/ ☐ disagrees (*) with the information in the State's Annual Performance Report for Federal Fiscal Year 2004-05. The ICC understands that 34 CFR §80.40, of the Education Department General Administrative Regulations, requires that the lead agency prepare an Annual Performance Report containing information about the activities and accomplishments of the grant period, as well as how funds were spent. The ICC has reviewed the Report for completeness of its contents and accuracy.

We submit this Report in fulfillment of our obligation under Section 641(e) of the Individuals with Disabilities Education Act to submit an annual report to the Secretary and to the Governor on the status of the State's early intervention program for infants and toddlers with disabilities and their families.

Cathy Ryba

Signature of ICC Chairperson

11-30-05

Date

(*) The Council may submit additional comments related to the Lead Agency's Annual Performance Report and append comments to the Report.

Part C State Performance Plan (SPP) for 2005-2010

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Part C State Performance Plan (SPP) for 2005-2010**Introduction – Early ACCESS Infrastructure:**

In Iowa, four state agencies collaborate in order to implement IDEA, Part C. Iowa's Part C system is named Early ACCESS. The four agencies, known as the Signatory Agencies, are the Iowa Department of Education, Iowa Department of Public Health, Iowa Department of Human Services, and the University of Iowa Child Health Specialty Clinics. The Governor of Iowa designated the Department of Education to be the Lead Agency with fiscal and legal responsibilities among the four Signatory Agencies.

The Iowa Council for Early ACCESS is Iowa's state Interagency Coordinating Council, mandated in IDEA, Part C. The Governor appoints Council members who represent key constituencies across Iowa. The Council advises and assists the Lead Agency to achieve an effective statewide comprehensive interagency system of integrated early intervention services. The Executive Committee of the Council serves as the decision-making group for the Council and the system.

Historically (from 1974 to 2003), Iowa has been divided into 15 agencies providing specialized services. In 2003, five of the agencies merged, which reduced the total number to 12. The original 15 agencies (currently 12 agencies), designated by the Lead Agency, have the fiscal and legal responsibility for ensuring that the Early ACCESS system is carried out regionally. The geographic boundaries of Early ACCESS regions are the same as the Area Education Agency (AEA) boundaries. AEAs currently are the Regional Grantees. AEA Directors of Special Education serve as the grantee administrators. Grantees and regional partners work together to identify all eligible children and assure needed early intervention services are provided.

Part C State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Lead Agency used an extensive 2-stage participatory planning process to develop the State Performance Plan (SPP). Process steps included:

Stage One: July – September. This stage of the process was conducted to generate Measurable/Rigorous Targets and Improvement Activities across key stakeholder groups.

1. **State Performance Plan Presentation.** Participants were provided extensive information about the State Performance Plan, Monitoring Priorities and Indicators. Information was shared regarding state performance on each indicator. The process was outlined to obtain input regarding Measurable/Rigorous Targets and Improvement Activities.
2. **Participatory Planning Process.** Participants were divided into Indicator groups ranging from 10-15 members. Each group was lead by a Lead Agency staff expert in an Indicator. The Lead Agency staff led group members by:
 - a. Educating the Group on the Indicator - indicator definition, measurement, Iowa specific information and data.
 - b. Brainstorming, Clarifying and Prioritizing Measurable/Rigorous Targets – participants discussed all information provided and determined appropriate targets; targets were prioritized and posted for a Gallery Walk.
 - c. Brainstorming, Clarifying and Prioritizing Improvement Activities – participants discussed all information provided and determined appropriate improvement activities; activities were prioritized and posted for a Gallery Walk.
 - d. Gallery Walk. All groups toured each indicator; Lead Agency staff provided each tour group an overview of the Indicator and a description of the prioritized target(s) and activities. Tour members added or edited information, voted on target(s) and activities, and posted questions. Questions were addressed during Wrap-Up.
3. **Wrap-Up.** Targets and activities were shared by Indicator. Further questions, additions or revisions were noted.
4. **Targets and Improvement Strategies Recorded.** Prioritized targets and strategies were recorded. Recorded information was retained for future analysis across stakeholder groups in *Stage 2* of the process.

Several key stakeholder groups were integral in this stage of the process; group, members, and meeting dates specific to the development of the State Performance Plan are provided in Table 1.

Table 1.

Group, Members and Meeting Dates of Key Stakeholders in Stage One of SPP Development.

Group	Members	Meeting Dates
The Early ACCESS Council	<ul style="list-style-type: none"> • Parents of Children with Disabilities • Service Providers • Signatory Agencies at the State and Regional Level • Representatives of Insurance Commission • Mental Health Providers • Representatives of Head Start • Local/Regional/State Representatives of Mental Health, Private Medical and Physicians 	September 16, 2005
Regional Grantee Special Education Directors	<ul style="list-style-type: none"> • Directors of Special Education for 11 Regional Grantees¹ 	July 19-20, 2005
Iowa Department of Education Division of Early Childhood, Elementary and Secondary Education Annual Retreat	<ul style="list-style-type: none"> • Representatives of the Bureau of Practitioner Preparation and Licensure • Representatives of the Bureau of Instructional Services • Representatives of the Bureau of Children, Family and Community Services 	August 16, 2005
Regional Grantee Joint Council	<ul style="list-style-type: none"> • Directors of Instructional Services, Special Education, and Media Services for all 12 Area Education Agencies 	September 9, 2005

Informal input regarding targets and improvement activities was also obtained from the following groups: Regional Liaisons, Early Childhood Outcomes Workgroup, Assistive Technology Workgroup, the Iowa Deaf and Hard of Hearing Network and Vision Supervisors, and Urban Education Network, as well as Legal Representatives from the Attorney General's Office, Legal Representation for the Iowa Department of Education, and Administrative Law Judges.²

¹ One Regional Grantee Special Education Director was unable to attend, however a representative of this Grantee was in attendance

² The final three stakeholder groups were consulted in the development of General Supervision Indicators only

Four Essential Questions. Subsequent to *Stage One*, the Lead Agency established four essential questions crafted around the Indicators in order to (1) focus conversations around outcomes for children with disabilities and their families in Iowa, (2) anchor stakeholder discussions around 4 areas rather than a discrete list of 14 indicators, (3) highlight Regional Grantee performance in outcomes for children with disabilities and their families, and (4) better communicate with constituents. Centering conversations on these four questions has promoted rich discussions and planning for “what’s best for children and their families” in addition to how Iowa will report data for the 14 indicators to the public. The four essential questions and related OSEP indicators are provided in Table 2.

Table 2.

Iowa’s Four Essential Questions and Related OSEP Indicators.

Essential Question	Related OSEP Indicator
1. Are children (B-3) appropriately identified and receiving services in the natural environment?	Indicator 2: Natural Environment Indicator 5: Child Find B-1 Indicator 6: Child Find B-3 Indicator 7: Timely Evaluation and Assessment
2. Are children (B-3) receiving the services they need to be healthy and successful?	Indicator 1: Timely Services Indicator 3: Early Childhood Outcomes
3. Are families and their children (B-3) supported in meeting their special needs?	Indicator 4: Family Centered Services
4. Does the infrastructure system support the implementation of IDEA?	Indicator 8: Transition C to B Indicator 9: Monitoring Indicator 10: Complaints Indicator 11: Due Process Hearings Indicator 12: Resolution Sessions Indicator 13: Mediations Indicator 14: Timely and Accurate Data

Stage Two: October - November. This stage of the process was to validate the generated Measurable/Rigorous Targets and Improvement Activities.

1. **State Performance Plan Presentation.** The most updated version of the State Performance Plan, Area Education Agency Data and Statewide data were presented to key stakeholders, structured around the 4 essential questions.
2. **Discussion of Targets and Activities.** Discussion of the Targets and Activities focused on: Are the targets/activities valid? Are the targets/activities able to be achieved/implemented? What resources are needed to accomplish the targets and provide the activities? Targets were set; activities were discussed.
3. **Discussion Recorded.** The discussions regarding the validity and practicality of improvement activities were recorded; changes were made accordingly.

Key stakeholder groups integral in this stage of the process are provided in Table 3.

Table 3.

Group, Members and Meeting Dates of Key Stakeholders in Stage Two of SPP Development.

Group	Members	Meeting Dates
The Early ACCESS Council	See Table 1 for members	November 18, 2005
Regional Grantee Administration	Directors of Instructional Services, Special Education, and Media Services for all 12 Regional Grantees	Regional Grantee specific meetings held from October 1 st through November 20 th

Public Dissemination and Reporting. The Iowa State Performance Plan will be disseminated to the public through various channels as described below:

- The Iowa Department of Education Website: Published on December 2, 2005 at: <http://www.state.ia.us/educate/ecese/cfcs/index.html>
- Regional Grantee distribution: Mailed on December 2, 2005
- Released to the Public via notice in the newspaper: December 2, 2005
- Provided to the Early ACCESS Council: December 2, 2005

Further, the Department will report annually to the Early ACCESS Council, Regional Grantees and to the public on the progress and/or slippage in meeting Iowa's Measurable/Rigorous Targets as described in this document. In addition, Iowa will report annually to the public on the performance of each Regional Grantee.

State Performance Plan Structure. The structure of Iowa's SPP is as follows:

1. **Overview of the State Performance Plan Development.** This section contains information regarding broad stakeholder input and dissemination of the plan to the public.
2. **Monitoring Priority.** Provided by OSEP
3. **Indicator.** Provided by OSEP
4. **Measurement.** Provided by OSEP
5. **Overview of Issue/Description of System or Process.** This section contains (a) information about the structure of Iowa's System specific to each Indicator, and (b) trend data integral in the development of Measurable/Rigorous Targets and Improvement Activities. For new indicators, this section contains information about how data will be collected, analyzed and reported.
6. **Baseline Data for FFY 2004 (2004-2005).** This section contains baseline data for the 2004-2005 year only.
7. **Discussion of Baseline Data.** This section contains a discussion of the (a) results of baseline, and (b) rationale for established Measurable/Rigorous Targets.
8. **Measurable/Rigorous Targets.** This section contains the targets set by OSEP or as a result of extensive stakeholder input.
9. **Improvement Activities.** This section contains improvement activities over the next 6 years structured around Iowa's Continuous Improvement Cycle: Understanding the needs of children and families; Meeting the needs of children and families; and Evaluating the effectiveness of the system. To this end, Improvement Activities are embedded within the Lead Agency's process to:
 - a. Research statewide systemic issues and specific Regional Grantee issues by gathering, analyzing and reporting data salient to each indicator to identify areas of need.
 - b. Plan, design, and develop research-based professional development/technical assistance to meet the identified needs within and across Indicators.

- c. Implement professional development and technical assistance to meet the identified needs within and across Indicators.
- d. Evaluate and gather progress monitoring information on the integrity and effectiveness of the professional development and technical assistance provided.
- e. Revise practice based on the evaluation and progress monitoring results.
- f. Verify improvement of the overall system within Iowa's continuous improvement process.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Percent = # of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner divided by the total # of infants and toddlers with IFSPs times 100.

Account for untimely receipt of services.

Overview of Issue/Description of System or Process:

Iowa Administrative Rules for Early ACCESS require initiation of early intervention services as soon as possible after the initial IFSP meeting (IAC 281- 120.40). The definition for initiation of services was based on Federal Statute that the IFSP shall be developed within a reasonable time after the required multidisciplinary assessment (34CFR 636(c)) and the content of the IFSP shall contain projected dates for initiation of services (34CFR 636(d)(6)). All Regional Grantees have submitted such policies and procedures that have been approved by the Lead Agency.

Timely services were previously described in the 2003-2004 Annual Progress Report, as required by OSEP, that “all families have access to a Service Coordinator who facilitates ongoing timely early intervention services in the natural environments.” To assess provision of timely services, the Lead Agency primarily considered data from monitoring activities for service coordination through record reviews and family interviews.

Record reviews. In May-June 2004, the Lead Agency conducted a review of 15 IFSPs and service coordination logs to verify that Service Coordinators were fulfilling their responsibilities for three Regional Grantees. Table C1.1 shows the Service Coordinator responsibilities and number of IFSPs reviewed that met requirements.

Table C1.1.

Number and Percent of IFSP Records That Met Service Coordinator Duties.

Service Coordinator Responsibilities	Number	Percent
Facilitate the timely delivery of available services [34 CFR 303.23 (a)3iii]	13/15	87%

Source. Part C Regional Monitoring Data - File Reviews, 2003-2004.

As indicated in Table C1.1, 13 of 15 or 87% of records reviewed met the requirement of timely delivery of services. Results of data did not indicate a systemic problem although the Lead Agency

developed and provided technical assistance to Regional Grantees regarding needed documentation on IFSPs to improve delivering early intervention services in a timely manner.

Family interviews. Monitoring data were collected from family interviews conducted with 27 randomly selected families (May/June of 2004). Twenty-six of twenty-seven parents answered “yes” when asked if the service coordinator facilitated the timely delivery of available services. The one response of “Neutral/Don’t Know” was not considered a systemic concern for the provision of timely services.

The Lead Agency engaged in the following activities to address the timely delivery of early intervention services: (1) provided technical assistance to Regional Grantees regarding IFSP documentation and data collection, and (2) refined monitoring tools for IFSP documentation of early intervention services.

Baseline Data for FFY 2004 (2004-2005):

Timely services were monitored by the Lead Agency by piloting an annual statewide IFSP file review process. During the fall of 2004-2005, each Regional Grantee used a statewide self-assessment tool to conduct IFSP file reviews on a random sample comprising 10% (or a minimum of 15 files, whichever was larger) of their total number of eligible children being served.

Table C1.2.

Percent and Number of IFSPs with Documented Early Intervention Services Provided in a Timely Manner.

Regional Grantee and State Total												
1	4	7	8	9	10	11	12	13	14	15	16	State
100	50	93	81	86	87	63	13	53	93	60	53	68.8
(15/15)	(7/14)	(28/30)	(13/16)	(12/14)	(13/15)	(26/41)	(2/15)	(8/15)	(14/15)	(9/15)	(8/15)	(163/237)*

Source. Part C Regional Monitoring Data - File Review, Fall, 2003-2004.

*Note. Aggregated Regional Grantee totals do not include foster care children or wards of the state, but are included in the state total.

Discussion of Baseline Data:

As results in Table C1.2 indicate, 68.8% of all IFSPs reviewed had documentation of providing timely services. Performance across Regional Grantees was variable from 13% to 100%. However, based on Regional Grantees defense of monitoring results, the Regional Grantees verified timely services had been implemented but not documented on the IFSP. This was due to the IFSP form not having the specific information included: initiation date of services. Regional Grantees reported services started with the completion of the initial IFSP meeting either the same day or the same week. In the few cases that services were not considered timely, the Regional Grantees indicated circumstances due to the child’s health or beyond the family’s control. The Lead Agency did not cite Regional Grantees for compliance concerns since the reported monitoring self-assessment results didn’t accurately reflect practices. Also, the Regional Grantees corrected the compliance concern by implementing a revised IFSP data summary page developed by the Lead Agency. In addition, the Lead Agency provided technical assistance to Regional Grantee Liaisons to address and emphasize IFSP documentation needs. The Early ACCESS Staff have revised the self-assessment tool to facilitate monitoring and align needed data for measuring indicators.

In the process of reviewing (drilling down) data collected for this indicator, it was determined the Regional Grantees varied for definitions used for timely services. This was concluded to be due to timely services being broadly defined by state rule (*as soon as possible after the initial IFSP meeting*) and the self-assessment tool used to conduct IFSP file reviews not specifying a number of days for timely services. Therefore, timely services were defined using stakeholder input during meetings to develop the State Performance Plan. The participants recommended to the Lead Agency to define

timely services as 30 calendar days from the date of the initial IFSP meeting to the date of implementation of services included on the IFSP. Also, the self-assessment tool was revised to incorporate the definition of timely services as 30 calendar days. Although baseline data were collected and reported for 2004-2005, the Lead Agency acknowledges the need to re-establish baseline data with correction of reviewed findings. In addition, the stakeholders interpreted results of data to mean technical assistance regarding IFSP documentation should be addressed and highly emphasized by the Lead Agency.

The following measurable and rigorous targets are provided in the following chart as required by OSEP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.
2006 (2006-2007)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.
2007 (2007-2008)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.
2008 (2008-2009)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.
2009 (2009-2010)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.
2010 (2010-2011)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C1: Timely Provision of Services	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze timely provision of services data from Regional Grantees.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2) Planning (Statewide systemic concerns and specific Regional Grantee concerns). a) Develop research-based professional development to provide to Regional Grantees to address timely provision of services. Examples include funding sources and procedural guidance. b) Develop research-based Technical Assistance to targeted Regional Grantees to develop Continuous Improvement Plans to assure services are provided in a timely manner.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2007
3) Professional Development and Implementation. a) Provide professional development to Regional Grantees to address statewide systemic issues. Examples of professional development includes Service Coordinator training. b) Provide Technical Assistance to targeted Regional Grantees to implement state outcomes for provision of timely services. Examples of technical assistance would be guidance documents.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2011
4) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results regarding the timely provision of services with collaborative partners. b) Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of timely provision of services data.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2011
5) Revision to Practice. a) Provide Technical Assistance to Regional Grantees in data-driven revisions to Continuous Improvement Plan regarding timely provision of services. b) Provide professional development to Regional Grantees to implement data-driven revisions to Continuous Improvement Plans.	Early ACCESS staff Part C Funding	2005-2011
6) Verification. a) Verify improvement of timely provision of services through the monitoring system.	Early ACCESS staff Part C Funding	2005-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

Measurement:

Percent = # of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children divided by the total # of infants and toddlers with IFSPs times 100.

Overview of Issue/Description of System or Process:

Iowa Administrative Rules for Early ACCESS ensures infants and toddlers receive early intervention services in the home or programs for typically developing children (IAC 281- 120.40). All Regional Grantees have submitted such policies and procedures that were approved by the Lead Agency.

The percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children was previously described in the 2003-2004 Annual Progress Report submitted to OSEP. Table C2.1 provides the type, number, and percent of natural environments where early intervention services were provided to infants and toddlers and families.

Table C2.1.

Type, Number and Percent of Early Intervention Services Provided in the Natural Environment.

Natural Environment	Number	Percent
Designed for children with disabilities	53	2.48
Designed for typically developing children	91	4.26
Home	1935	90.59
Hospital (Inpatient)	1	.05
Residential Facility	3	.14
Service Provider Location	29	1.36
Other	24	1.12
Total	2136	100

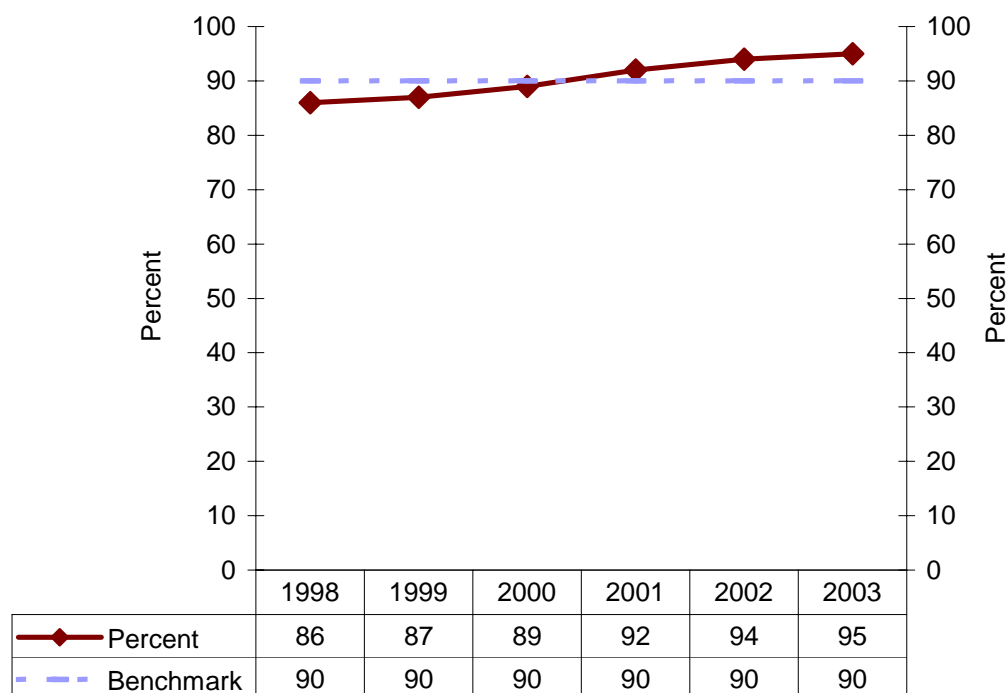
Source. Iowa 618 Settings Table, 2003-2004.

Results of data indicated 95% of infants and toddlers received early intervention services in the home or programs designed for typically developing children³.

³ Percent calculated by summing number served in the home and programs designed for typically developing children, dividing by the total served and multiplying by 100: $1935 + 91 / 2136 \times 100$; percent is rounded.

State trend data over the past 6 years is presented in Figure C2.1.

Figure C2.1. Percent of Iowa Services Provided in Natural Environments.



Source. Iowa 618 Settings Table, 1998-1999 to 2003-2004.

In 2003-2004, all 12 Regional Grantees met or exceeded the previous OSEP benchmark of 90% for early intervention services provided in the natural environment. Services were provided in the home or in settings for typically developing children 94.8% of the time according to December 1, 2003 count data.

Based on statewide data collected and analyzed from IFSPs, the Lead Agency engaged in the primary activity in FFY 2004-2005 of providing training to service coordinators regarding required documentation and provision of early intervention services in the home or programs for typically developing children.

Baseline Data for FFY 2004 (2004-2005):

Table C2.2 shows the settings where early intervention services were provided to infants and toddlers and families.

Table C2.2.

Type, Number and Percent of Early Intervention Services were Provided in the Natural Environment.

Natural Environment	Number	Percent
Designed for children with disabilities	31	1.33
Designed for typically developing children	103	4.42
Home	2134	91.56
Hospital (Inpatient)	7	.30
Residential Facility	6	.26
Service Provider Location	24	1.03
Other	26	1.12
Total	2331	100

Source. Iowa 618 Settings Table, 2004-2005.

Results of compiled data indicated that 96% of infants and toddlers received early intervention services in natural environments⁴.

Discussion of Baseline Data:

The Iowa Early ACCESS system has consistently improved and achieved a high baseline for the percent of services provided in the natural environment as results demonstrated in Table C2.2. Trend and current baseline data indicated Iowa has consistently increased the percent of infants and toddlers served in natural environments an average of 1.4% over the past 7 years⁵.

Also, as a result of stakeholders input, it was noted that while a large percentage of services are being provided in the home, service coordinators need standard information to share with families regarding what and where services are available for their natural setting. For example, the stakeholders mentioned provision of services in early care and education settings or clinics where other typically developing children receive assistance. Therefore, in support of the stakeholders' recommendation, the Lead Agency will be expanding a base of standard information for provision of services in natural environments.

⁴ Percent calculated by summing number served in the home and programs designed for typically developing children, dividing by the total served and multiplying by 100: $2134 + 103 / 2331 \times 100$; percent is rounded.

⁵ Iowa increased from 86% in 1998-1999 to 96% in 2004-2005, representing an average increase of 1.4 over 7 years; increases were variable across those years.

The following measurable and rigorous targets are provided in the following chart as required by OSEP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	96.1% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.
2006 (2006-2007)	96.2% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.
2007 (2007-2008)	96.3% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.
2008 (2008-2009)	96.4% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.
2009 (2009-2010)	96.5% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.
2010 (2010-2011)	96.6% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C2: Services in the Natural Environment	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze natural environment settings data from Regional Grantees. b) Review current research and recommendations from national Technical Assistance resources.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results from early intervention services in the natural environment data with collaborative partners. b) Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of early intervention services in the natural environment.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2011
3) Revision to Practice. a) Provide Technical Assistance to Regional Grantees in data-driven revisions to Continuous Improvement Plans regarding early intervention services in the natural environment. b) Provide professional development to Regional Grantees to implement data-driven revisions to Continuous Improvement Plans.	Early ACCESS staff Part C Funding	2005-2011
4) Verification. a) Verify improvement of early intervention services in the natural environment through the monitoring system.	Early ACCESS staff Part C Funding	2005-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication);
and
- C. Use of appropriate behaviors to meet their needs.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improve functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed

times 100.

- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

A detailed description of Iowa's Early Childhood Outcome measure is included in this section in response to the OSEP letter to Iowa regarding submission of the March 31, 2005, Federal Fiscal Year 2004, Annual Performance Report. The OSEP State Performance Plan instructions and Technical Assistance provided by the Early Childhood Outcomes Center (ECO) have been utilized to develop a plan by the Lead Agency to meet requirements of this new indicator. The Early Childhood Outcome System in the state of Iowa includes several components:

- Policies and procedures to guide assessment and measurement practices;
- Training and Technical Assistance for service providers to support implementation and data collection, reporting, and use;
- Monitoring procedures to ensure accuracy of outcome data; and
- Information Management System for data entry, maintenance and analysis.

Established policies and procedures to guide assessment and measurement practices.

The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Early ACCESS* ensure that IFSP teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel (IAC 281- 120.40). Each Regional Grantee, as required by the *Iowa Administrative Rules of Early ACCESS*, has written and adopted evaluation procedures guided by technical assistance provided by Early ACCESS Staff.

A comprehensive evaluation of a child's needs must be completed before a child's eligibility is determined. Subsequent to the determination of eligibility for services and development of the Individualized Family Service Plan (IFSP), entry point data documents the status of the child's present level of development which is summarized on the *Child Outcomes Summary Form (adapted from Early Child Outcomes Center)*. Then as a part of each child's annual IFSP review, progress of the child's IFSP outcome(s) (IFSP Results) is evaluated and the improvement status documented using the Child Outcomes Summary Form.

A crosswalk was completed between the *IFSP Results* process and *Child Outcomes Summary* to align both with the OSEP indicator that *infants and toddlers with IFSPs demonstrate improvements*:

- A. Positive Social-Emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication/early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Table C3.1 shows the IFSP Results and Child Outcomes alignment used to measure the OSEP indicator and progress for children birth to 3.

Table C3.1.

Alignment of the OSEP Indicator to IFSP Results and Early Childhood Outcomes Measures.

OSEP Indicator	IFSP Results (Outcome codes)	Child Outcomes (ECO)
Positive Social-Emotional Skills (including social relationships)	Personal and Social Adjustment (Copes with Challenges, Frustrations and Stressors; Positive Self-Image; Gets Along with Others) Contribution and Citizenship (Complies with age appropriate rules, limits, routines; Participates/contributes as part of group)	Positive Social Relationships (Relating with adults; relating with other children; following rules related to groups or interacting with others (if older than 18 months))
Acquisition and use of knowledge and skills (including early language/communication/early literacy)	Academic and Functional Literacy (Problem Solving; Critical Thinking; Reading; Comprehension; Phonological awareness; Print concepts; Basic Math; Numerical concepts, Written Language; Fine Motor; Communication; Articulation; Functional Communication; Fluency; Language; Literacy)	Acquiring and Using Knowledge and Skills (Thinking, reasoning, remembering, and problem solving; understanding symbols; understanding the physical and social worlds)
Use of appropriate behaviors to meet their needs	Physical Health (Applies basic safety, fitness, health care concepts) Responsibility and Independence (Gets about in the environment; Responsible for Self; Daily Living Skills)	Taking Appropriate Action to Meet Needs (Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects-if older than 24 months); getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects))

Source. IFSP Results, 2004; ECO Child Outcomes Summary Form, 2005.

IFSP Results and Child Outcomes is a systematic process to monitor progress for performance on Individualized Family Service Plan (IFSP) outcomes and early childhood outcomes for children birth to 3. All infants and toddlers who meet the following criteria are assessed using IFSP Results and Child Outcomes: (1) currently on an IFSP, (2) younger than 30 months of age at initial IFSP completion, and (3) have received Early ACCESS services for at least 6 months. IFSP Results and Child Outcomes are gathered upon entitlement of Early ACCESS services and annually thereafter up to transition age or age 3.

This process, conducted by the IFSP Team, includes two phases: (A) Initial IFSP and (B) Annual IFSP Review:

A. Initial IFSP:

1. Analysis of Entry Point data (FFY 2005-2006 for reporting in 2007 APR).
 - a. Data at Entry Point are obtained according to Early ACCESS policies and procedures and Iowa Administrative Rules. Multiple sources of data are used for Eligibility Determination including, but not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, and criterion-referenced and norm-referenced instruments. In addition, research based Early Learning Standards developed by the state are used to guide peer comparisons of developmental ages and stages of infant and toddler comprehensive skills.
 - b. Analysis of Entry Point data are conducted by triangulating data (observations, interviews, tests/assessments as described above) across multiple investigators-the IFSP Team members.⁶
2. Determination of Entry Point status.
 - a. Determination of status at Entry Point is based on the results of triangulation of data and the completion of the Child Outcomes Summary Form (ECO Center, in development).⁷
 - b. The Child Outcomes Summary Form, as described by the ECO Center, is a 7-point outcomes rating scale that summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The highest point (7) on the scale indicates outcome achieved at an age-expected level; the lowest point (1) indicates the farthest distance from age-expectations.
3. Documenting, entering, and reporting of IFSP outcome(s) and early childhood outcome status.
 - a. Documenting IEP Results and Child Outcome results are completed by the IFSP Team completing the Child Outcomes Summary Form and documenting results directly on the IFSP.
 - b. Entering documented results from the IFSP into Iowa's central database system for early intervention (Information Management System-IMS) is completed by trained staff. IMS has established data parameters, and does not accept a rating other than what is determined on the rating scale.⁸
 - c. Reporting occurs on an annual basis for the Lead Agency and Regional Grantees, as well as IFSP Teams who have ongoing access to results as documented on the IFSP.

B. IFSP Annual Review:

4. Analysis of Progress Point data (FFY 2006-2007 for reporting in 2008 APR).
 - a. Data at the Progress Point are obtained by Reviews, Interviews, Observations and Tests/Assessments (RIOT). This includes, but is not limited to, a review of Entry Point data, results of IFSP Results, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, and criterion-referenced and norm-referenced instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Early ACCESS* ensure that IFSP teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel. In addition, research based Early Learning Standards, developed by the state are used to guide ongoing peer comparisons of developmental ages and stages of infant and toddler comprehensive skills. The Progress Point occurs at the annual IFSP meeting.
 - b. Analysis of Progress Point data are conducted by triangulating data (observations, interviews, tests/assessments as described above) across multiple investigators-the IFSP Team members. The IFSP team analyzes data from IFSP Results to determine student

⁶ Data triangulation and technical adequacy are described in detail in the discussion of Collection and Analysis of Baseline Data on page 20.

⁷ Determination of status included the completion of a 3-point outcome rating scale in previous years; Iowa will work with the ECO Center to develop and implement a 7-point outcome rating scale to determine student status.

⁸ Determination of status included the completion of a 3-point outcome rating scale in previous years; IMS did not accept a rating outside of the 3-point scale. As the 7-point outcome rating scale is implemented, the outcome and outcome component of IMS will be revised to accept the 7-point scale exclusively.

status in: (1) IFSP outcomes and early childhood outcome performance,⁹ (2) Comparison of performance to peers or standards,¹⁰ and (3) Level of independence in performance.¹¹ Each student is assessed in all IFSP outcome areas, regardless of outcome area. Data on IFSP outcomes and early childhood outcomes, documented directly on IFSPs, are immediately used in ongoing program development for each student.

5. Determination of IFSP outcome(s) and early childhood outcome progress.
 - a. Determination of progress at the Progress Point is based on the results of triangulation of data and the completion of the Child Outcomes Summary Form (ECO Center, in development).
 - b. The Child Outcomes Summary Form, as described by the ECO Center, is a 7-point outcomes rating scale that summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The high point (7) on the scale indicates outcome achieved at an age-expected level; the low point (1) indicates the farthest distance from age-expectations.
6. Documentation and reporting of IFSP outcome(s) and early childhood outcome progress.
 - a. Documenting IFSP outcome and early childhood outcome results are completed by the IFSP Team by completing the Child Outcomes Summary Form and documenting results directly on the IFSP.
 - b. Entering documented results from the IFSP into Iowa's central database system for early intervention (Information Management System: IMS) is completed by trained staff. IMS has established data parameters, and does not accept a rating other than what is determined on the rating scale.
 - c. Reporting occurs on an annual basis for the Lead Agency and Regional Grantees, as well as IFSP Teams who have ongoing access to results as documented on the IFSP.
7. Use of IFSP outcome(s) and early childhood outcome progress data.
 - a. Data on IFSP outcomes and early childhood outcomes, documented directly on student IFSPs, are immediately used in ongoing program development for each child.

Technical Assistance for specified staff to support data collection and use. In the late 1990s, the Lead Agency developed a systematic procedure to monitor progress for performance on Individualized Education Program (IEP) outcomes for children ages 3 to 21 called IEP Results. The Iowa Lead Agency developed Individualized Family Service Plan (IFSP) Results to support and extend a seamless Part C to B system to monitor progress for children's performance. The requirement of the OSEP Outcomes indicator was the catalyst for development of IFSP Results for infants and toddlers in 2003-2004. Implementation of IFSP Results follow steps previously described (see section: Established policies and procedures to guide assessment and measurement practices, IFSP Results and Outcomes).

State staff originally provided training for Regional Grantee staff using a train the trainer model. The Regional Grantees have trained their staff to use IFSP Results. In response to the requirement of the OSEP Outcomes indicator, extensive trainings will be conducted statewide to stress the importance of implementing procedures for state data collection requirements and to provide further reliability training. The state has planned a series of trainings in the 2005-2006 year to roll-out the implementation of IFSP Results and Child Outcomes for infants and toddlers, concentrating assistance in the following areas: (1) analysis, determination, documentation and use of child status and progress in IFSP outcome areas and early childhood outcome areas, regardless of specific outcome area, and (2) use of the Child Outcomes Summary Form at the determination step, in addition to continuing use of Iowa's IFSP Results. Trainings will be conducted by use of the Iowa Communications Network (ICN), a telecommunication system available at Regional Grantee sites. Therefore, staff will be well trained in the analysis, determination, documentation and use of status

⁹ Outcome and outcome performance indicates child progress toward achieving the outcome based on improvement in performance.

¹⁰ Comparison of performance to peers or standards indicates child performance as compared to same age peers or developmental milestones.

¹¹ Level of independence in performance indicates the level of independence in completing outcome areas in various settings/routines/environments.

and progress data in the areas of outcome(s) results and child outcomes. State staff will continue to provide train the trainer trainings to Regional Grantees to provide ongoing assistance with follow-up trainings and on-site visits to Regional Grantee early childhood staff.

Monitoring procedures to ensure data accuracy. Monitoring procedures have been revised to ensure the IFSP Results and Child Outcomes measures are included in file reviews for the Regional Grantees monitored each year. In addition, monitoring questions will be included in the Self-Assessment checklist completed by Regional Grantees.

Information Management System, for data entry, maintenance and analysis. Iowa's central database system for early intervention is the Information Management System (IMS). IMS staff have established parameters for data entry, and do not accept a rating other than what is determined on the rating scale. The data from the 7-point scale for preschool children will be incorporated into the IMS data system.

Collection and Analysis of Baseline Data. All children who meet the following criteria are assessed using IFSP Results and Outcomes: (1) currently on an IFSP, (2) younger than 30 months of age at initial IFSP completion, and (3) have received Early ACCESS services for at least 6 months. IFSP Results and Outcomes are gathered upon entering Early ACCESS services, and at the annual IFSP meeting thereafter, up to transition or age 3. IFSP Results and Outcomes are described in the previous sections (see Established policies and procedures to guide assessment and measurement practices, IFSP Results and Outcomes).

The use of Investigator¹² (IFSP Team members) and Methodological¹³ (e.g, RIOT) Triangulation is an accepted form of data analysis to control for bias and establish convergence of data among multiple and different sources of data (Denzin, 1970; Mathison, 1988; Patton, 2002; Creswell & Miller, 2000). IFSP Results and Outcomes employs Investigator and Methodological Triangulation to determine child status and progress at Entry Point and Progress Point. The Child Outcomes Summary Form documents the determination of the status of child performance on IFSP outcome(s) and ECO outcomes.

The Iowa Lead Agency ensures the technical adequacy of the data on which triangulation is based, as described in IDEA and the *Iowa Administrative Rules of Early ACCESS*. The assessment procedures, tests and other evaluation materials are required to be validated for the specific purpose for which they are used, administered by trained and knowledgeable personnel, and technically sound and assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors [IAC120-41.49(1)b; 120-41.49(1)c; 120-41.49(1)d]. In addition, the technical adequacy of measures and triangulation of data are reflected in the following supporting documents: Iowa's *Special Education Assessment Standards* and *IFSP Results Technical Assistance Papers*. These documents have provided the basis for extensive training and technical assistance by the Lead Agency to Regional Grantee personnel.

To summarize the collection of data:

- Who will be included in the measurement? All children who are currently on an IFSP, younger than 30 months at initial IFSP completion and who have received Early ACCESS services for at least 6 months.
- What assessment/measurement tool(s) will be used? Multiple measures selected by the provider from which IFSP Results and Outcomes are summarized based on the Child Outcomes Summary Form.

¹² Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).

¹³ Methodological Triangulation is the use of more than one method of obtaining data (Denzin, 1970). Traditionally, this has been interpreted to be the use of multiple methods as reviews of existing data, observations, interviews and tests/assessments.

- Who will conduct the assessments? Qualified personnel in the Evaluation and Eligibility Determination process as described in IDEA 2004 and *Administrative Rules for Early ACCESS*. The IFSP Team, including parents, in the IFSP Results and Outcomes process.
- When will the measurement occur? Entry Point data will be collected as part of the Initial IFSP; Progress Point data will be collected as part of annual IFSP reviews and prior to exiting Early ACCESS.
- Who will report data to whom, in what form, and how often? IFSP Teams will report data annually to IMS using individual identification codes.

Full baseline data will be analyzed by dividing Entry Point data by Progress Point data to determine the percent of children ages birth-to-3 who maintained, improved or did not improve functioning in each of 3 outcome areas. Specifically, data for each child will be analyzed and reported for each of the three areas:

- Percent of children who reach or maintain functioning at a level comparable to same-age peers:
 - Children whose present level of development from initial IFSP meeting to the annual review has maintained at a level comparable to same age peers; and
 - Children who have reached a level of performance comparable to same-age peers or developmental milestones.
- Percent of children who improve functioning
- Percent of children who did not improve functioning or performance declined

Baseline Data for FFY 2004 (2004-2005):

Entry point data will be reported in the February 2007 APR; Full baseline data will be reported in the February 2008 APR.

Discussion of Baseline Data:

Entry point data will be discussed in the February 2007 APR; Full baseline data will be discussed in the February 2008 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	Not Applicable.
2007 (2007-2008)	To be provided in the February 2008 APR.
2008 (2008-2009)	To be provided in the February 2008 APR.
2009 (2009-2010)	To be provided in the February 2008 APR.
2010 (2010-2011)	To be provided in the February 2008 APR.

Improvement Activities/Timelines/Resources:

To be provided in the February 2008 APR when full baseline data are available.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 4: Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

- A. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family know their rights divided by the # of respondent families participating in Part C times 100.
- B. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs divided by the # of respondent families participating in Part C times 100.
- C. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn divided by the # of respondent families participating in Part C times 100.

Overview of Issue/Description of System or Process:

The Iowa Department of Education, as Lead Agency, has historically provided early intervention services to help families:

- A. Know their rights;
- B. Effectively communicate their child's needs; and
- C. Help their children develop and learn.

Iowa's Part C system, Early ACCESS, uses eight principles of Family-Centered Practices that were developed by the Lead Agency and the Iowa SCRIPT team (Supporting Changes and Reform in Inter-professional Pre-service Training) to guide provision of services. These principles and practices are the foundation for designing and delivering family centered services by all Early ACCESS partners. The eight principles that guide practice are:

1. The overriding purpose of providing family-centered help is family empowerment, which in turn benefits the well-being and development of the child.
2. Mutual trust, respect, honesty, and open communication characterize the family/provider relationship.
3. Families are active participants in all aspects of decision-making. They are the ultimate decision-makers in the amount, type of assistance, and the support they seek to use.

4. The ongoing work between families and providers is about identifying family concerns (priorities, hopes, needs, outcomes, or wishes), finding family strengths, and the services and supports that will provide necessary resources to meet those needs.
5. Efforts are made to build upon and use families' informal community support systems before relying solely on professional, formal services.
6. Providers across all disciplines collaborate with families to provide resources that best match what the family needs.
7. Support and resources need to be flexible, individualized and responsive to the changing needs of families.
8. Providers are cognizant and respectful of families' culture, beliefs, and attitudes as they plan and carry out all interventions.

Four primary strategies have been used by the Iowa Lead Agency to implement these principles and provide support to families through (1) The service coordinator's role, (2) The availability of resource personnel in each region, (3) Specific training and seminar opportunities, and (4) The personnel development system. These strategies are reviewed in depth in response to the OSEP letter regarding results of the Iowa Lead Agency Part C and B verification visit the week of July 11, 2005.

Service Coordinator's Role. Service coordinators have been provided guidelines and training by staff of the Lead Agency and Regional Grantees to ensure the *Iowa Administrative Rules for Early ACCESS* (Part C) are implemented. Guidelines and training have emphasized the importance and requirement to inform parents of their rights, to effectively involve parents in the development, implementation, and evaluation of their child's IFSP to facilitate understanding of their child's needs, and to provide information and strategies to help their child successfully develop and learn. To ensure service providers are implementing Part C procedures, the self-assessment tool has included questions to monitor service coordinators providing the revised parental notice of procedural safeguards that meets content requirements.¹⁴

A parent survey was piloted spring of 2004; results of the survey provided further evidence of Iowa's efforts to increase family capacity to enhance their children's development. Twenty-seven families were randomly selected from 3 Regional Grantees to pilot the parent survey. Four of the families spoke Spanish and a trained parent advocate who spoke Spanish interviewed two of the families. Table C4.1 shows the results of the 19 item parent survey data collapsed into two areas: (1) individualized services, and (2) the provision of family supports. A rating of *Yes* indicated parent responses to given statements showed evidence of service coordinators performing that duty; *No* indicated parents did not agree; *Neutral* or *Don't Know* indicated parents had neither yes nor no opinions.

Table C4.1

Parent Survey Results for Individual Services and Family Supports.

Services Provided	Family Rating of Service Coordination Performance		
	Yes	No	Neutral/DK*
Individualized services for child and family	24.5	0.5	2
Provision of family supports and services	25	1	1

Source. Early ACCESS Monitoring Data – Family Interviews, May/June 2004.

Note. DK, Don't Know.

As shown in Table C4.1, results of the Parent Survey indicated 24 of the 27 families reported satisfaction with their individualized services. Twenty-five of the 27 families responded positively that family supports are identified and included in the IFSP. Although the number of parents satisfied with provision of services was high, the Lead Agency is aware of the need to continue sharing information

¹⁴ OSEP letter in response to the Lead Agency Part C and B verification visit the week of July 11, 2005.

about parent support networks, providing options in services and helping families to identify informal supports.

Availability of Resource Personnel. Iowa has a history of 21 years providing support and resources for families. Iowa began a model in 1984 of providing resource personnel, Parent Educator Connection (PEC) Coordinators, in each region of the state. The PEC program is a partnership between educators and families to strengthen the relationship brought to the child's education. Although the PEC coordinator's original focus was for families of children and students ages 3 to 21, PEC Coordinators expanded their role in 2003-2004 to include Early ACCESS, Part C, families of infants and toddlers. The PEC has supported family-centered practices through activities such as initiating personal contacts with parents, providing training, and attending IFSP meetings. Results of the previous data from the parent survey (Table C4.1) support the effectiveness of services and family supports.

Training and Seminar Opportunities. Several training and seminar opportunities have been provided to families receiving Early ACCESS services to facilitate understanding and communicating their child's needs; helping their child develop and learn. The Parent Educator Connection (PEC) Coordinators of each Region provide trainings to families. Also, a state sponsored 3-day symposium is available for all families to attend.

As described previously, the PEC, an Iowa Lead Agency initiative, has worked with families, educators, and community partners to promote success for all children and youth with disabilities since 1984. Table C4.2 shows the data collected by PEC Coordinators to support capacity building for families through activities such as personal contacts, trainings, IFSP and IEP meetings, and the statewide PEC Conference.

Table C4.2.

Number and Type of Parent Educator Connection Family Capacity Building Activities.

Type of Family Capacity Building Activity	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Contacts	29,526	25,284	27,174	32,489	19,337
Trainings offered	274	277	213	340	180
People trained	7,957	5,186	6,254	7,479	4,992
IEP meetings	829	947	896	998	1,046
IFSP meetings	*	*	*	*	55
PEC Conf. Attendance	618	630	466	508	389

Source. AEA Parent Educator Connection Final Reports, 1999-2000 through 2003-2004.

Note. Data regarding IFSP meetings were not documented separately from IEP meetings until the 2003-2004 year.

As noted in Table C4.2, several IFSP meetings were attended by the Parent Educator Connection Coordinators to support families. Also, there has been a steady increase in the number of trainings that resulted in ongoing support to families to build capacity and increase outcomes for their infants and toddlers. Iowa has highly promoted family-centered principles that in turn empower families to help their children learn and develop.

Personnel Development System. The Early ACCESS personnel development system has embedded the 8 Family-Centered principles in both pre-service classes and inservice workshops. Iowa SCRIPT has shared these principles with families and Higher Education faculty through several intra-state and inter-state symposiums to train and guide future service coordinators and providers promoting the value of parents as co-instructors. To support family members involvement in both pre-service and inservice classes and trainings, a Parent as Presenters workshop was developed in collaboration with the following participants: Iowa SCRIPT, Iowa's Parent Training and Information Center of Iowa (PTI), Parent Educator Connection (PEC), Family Voices, Iowa State University, Child

Health Specialty Clinic Parent Consultants, and the Department of Education. This workshop provides training for family members who are willing to share their experiences with students in college classes and community organizations for future early intervention professionals. They learn presentation techniques and experience skills training to “Tell Their Story.” Evaluation data are collected from pre-service and inservice instructors after the family’s presentation to analyze the Early ACCESS state system and determine which Family-Centered Principles were illustrated in families telling their story.

In addition, evaluation data of the Parent as Presenters workshops were reviewed regarding the benefit of Early ACCESS services to families.¹⁵ Upon completion of the Parents as Presenters workshop (fall of 2005), families completed an evaluation of the training. The written family responses were reviewed for comments regarding whether the training had helped them or their family; 20 of 20 (100%) families responded “yes.”

Another Iowa initiative, Natural Allies (a statewide team that focuses on the inclusion of children with special needs into all early childhood settings and on the professional preparation of future early care and education workforce) built upon the Family-Centered Principles. The Natural Allies Team developed a tool for early care and education that describes the knowledge and skills that practitioners need to know and be able to do in providing best practice care for all children, including children with special needs.

The Family-Centered Principles were also used as a foundation to the development of the Family-Centered Service Coordination Competency-Based Training Modules. The Early ACCESS system of Iowa promotes these Family-Centered Principles in all aspects of training service professionals.

As the Lead Agency, it has been challenging to address the OSEP letter (response to submission of March 31, 2005 Federal Fiscal Year 2003 Annual Performance Report) request to provide data in the State Performance Plan regarding families believing their capacity was enhanced with Iowa’s Early ACCESS services. First, it should be noted that data Iowa had originally planned to report were not available. Iowa was one of the states who participated in piloting the National Center for Special Education Accountability Monitoring (NCSEAM) *Family Survey-Early Intervention*. As a pilot state contributing data to the study, Iowa Early ACCESS Staff had anticipated the use of state pilot data. However, NCSEAM did not provide individual state data and thus Iowa does not have disaggregated data to report.

Second, the Lead Agency of Iowa, like other states, will provide a description of the data collection process and submit data aligned with timelines recently updated by the OSEP phone conference call with Troy Justesen and Ruth Ryder, October 19, 2005. All states were provided guidance by the Question and Answer handout, Indicator 4 Questions, number 88 (page 13).

Indicator 4 is a new indicator. States should submit a plan in December 2005 to ensure that the State will collect a representative sample for baseline data that is required to be submitted to OSEP in February 2007. Baseline is expected to be collected during 2005-2006.

The following plan is being provided to describe the data collection and analysis process the Lead Agency will use for reporting baseline and progress for this indicator.

Data Collection and Analysis. The Lead Agency has formed a collaborative network with the Regional Grantees, the Lead Agency Parent-Educator Connection (PEC) and NCSEAM *to collect data on the percent of families participating in Part C who report that early intervention services helped the family achieve benefits such as, but not limited to, knowing their rights and advocating effectively for their children.* The Regional Grantees and the PEC are responsible for the collection of family centered services information using the *Family Survey-Early Intervention* survey developed by

¹⁵ Response to the OSEP letter to Iowa regarding submission of the March 31, 2005 Federal Fiscal Year 2003 Annual Performance Report and benefit of Early ACCESS services to families.

NCSEAM (2005). Currently, the Lead Agency is contracting with NCSEAM to facilitate the entry, analysis and reporting of family centered services data. NCSEAM will analyze and report information on the family survey by looking at and discussing the data as related to the Regional Grantees and the Lead Agency. The Lead Agency will build capacity to scan, analyze and report family centered services data in house.

The Lead Agency will collect data for this indicator by administering the *Family Survey* to all families at the completion of their annual IFSP review or exit meeting. Therefore, a sampling process will not be used to collect data for this indicator.

Participants. All parents of children with IFSPs will participate in the *Family Survey-Early Intervention Survey*.

Instrumentation. As indicated in the NCSEAM presentation at the OSEP Summer Institute, the 50-item *Family Survey-Early Intervention Survey* will obtain birth to 3 data regarding families who report that early intervention services have helped the family know their rights, effectively communicate their children's needs and help their children develop and learn. Therefore, Iowa will use the *Family Survey* (NCSEAM, 2005) to obtain birth to 3 family centered services data.

Procedures. At the end of the Annual IFSP review or exit meeting, the Service Coordinator will provide the family a copy of the survey and an Early ACCESS Regional Grantee addressed envelope. The family will mail the completed survey to the Regional Grantee. If the family does not complete a survey, the Regional Grantee PEC Coordinator will followup to complete the survey by phone; completed surveys will be provided to the Regional Liaison in a sealed envelope. Regional Liaisons will send completed surveys to the Lead Agency on a monthly basis.

Analysis of Data. All completed surveys will be submitted to the Lead Agency by June 30th of each year. The Lead Agency will provide the surveys to NCSEAM. NCSEAM will scan surveys, analyze results and report data to the Lead Agency by August 30th of each year. The Lead Agency will report data to the public on an annual basis as required by OSEP.

To summarize the collection and analysis of data:

- How are the data representative of the state? The Lead Agency will collect data for this indicator on all families; therefore the data will be representative of the state.
- Who will be included in the measurement? All families of children with IFSPs will be included in the measurement.
- Who will conduct the assessments? The lead role for the parent surveys will be the Service Coordinators within Regional Grantees.
- What assessment/measurement tool(s) will be used? The *Family Survey-Early Intervention Survey* (NCSEAM, 2005).
- How will data be collected? Service Coordinators will leave the *Family Survey-Early Intervention Survey* and stamped envelope addressed to the Regional Grantee with the parents upon completion of the IFSP review or exit meeting; parents will mail the survey to the Regional Grantee. Follow-up for any uncompleted or unreturned surveys will be provided by the Parent Educator Connection Coordinator via phone contact.
- When will the measurement occur? Every year at the annual IFSP review or exit meeting.
- Who will report data to whom, in what form, and how often? Regional Grantees will collect family survey information; completed surveys will be mailed to the Lead Agency; the Lead Agency will provide completed scantron forms to NCSEAM for analysis and reporting.
- How will data be analyzed? NCSEAM will analyze and report State and Regional Grantee data back to the Lead Agency.

Baseline Data for FFY 2004 (2004-2005):

To be provided in the February 2007 APR.

Discussion of Baseline Data:

To be provided in the February 2007 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	To be provided in the February 2007 APR.
2007 (2007-2008)	To be provided in the February 2007 APR.
2008 (2008-2009)	To be provided in the February 2007 APR.
2009 (2009-2010)	To be provided in the February 2007 APR.
2010 (2010-2011)	To be provided in the February 2007 APR.

Improvement Activities/Timelines/Resources:

To be provided in the February 2007 APR.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to:

- A. Other States with similar eligibility definitions; and
- B. National data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions.
- B. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to National data.

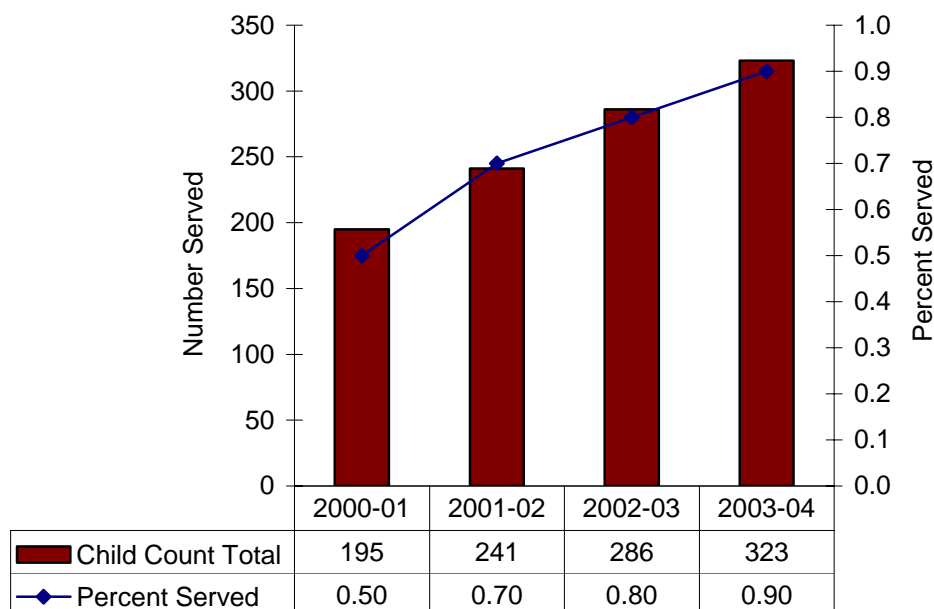
Overview of Issue/Description of System or Process:

Iowa ensures a comprehensive, coordinated Child Find System as mandated in IDEA, Part C and reflected in *Iowa Administrative Rules for Early ACCESS*. The Child Find System is an interagency effort to identify and serve all eligible infants birth to 3. The Lead Agency requires Regional Grantees to analyze annual and trend data with their partnering agencies in order to plan improvements in their child find activities, including targeting referral sources for training. Regional Grantees submit their improvement plans to the Lead Agency for approval. The Lead Agency uses these plans to identify promising practices and needs for technical assistance and system improvements. The Executive Committee of the state Interagency Coordinating Council discusses and problem-solves implementation and system issues as they are identified.

The Iowa Early ACCESS (Part C) system has focused the last 5 years on implementation of a comprehensive and coordinated Child Find system to identify all eligible infants and toddlers. Iowa's public awareness program relies on 11 categories of referral sources, public awareness materials, a central point of entry for Early ACCESS and 12 Regional Grantees.

In the FFY 2003-2004, the Lead Agency reported child find status as consistently increasing in the number and percentage of infants receiving early intervention services. Figure C5.1 shows the percentage of children being served significantly increased from 2000 and 2003. Trend data do not include comparison to other states with similar eligibility definitions.

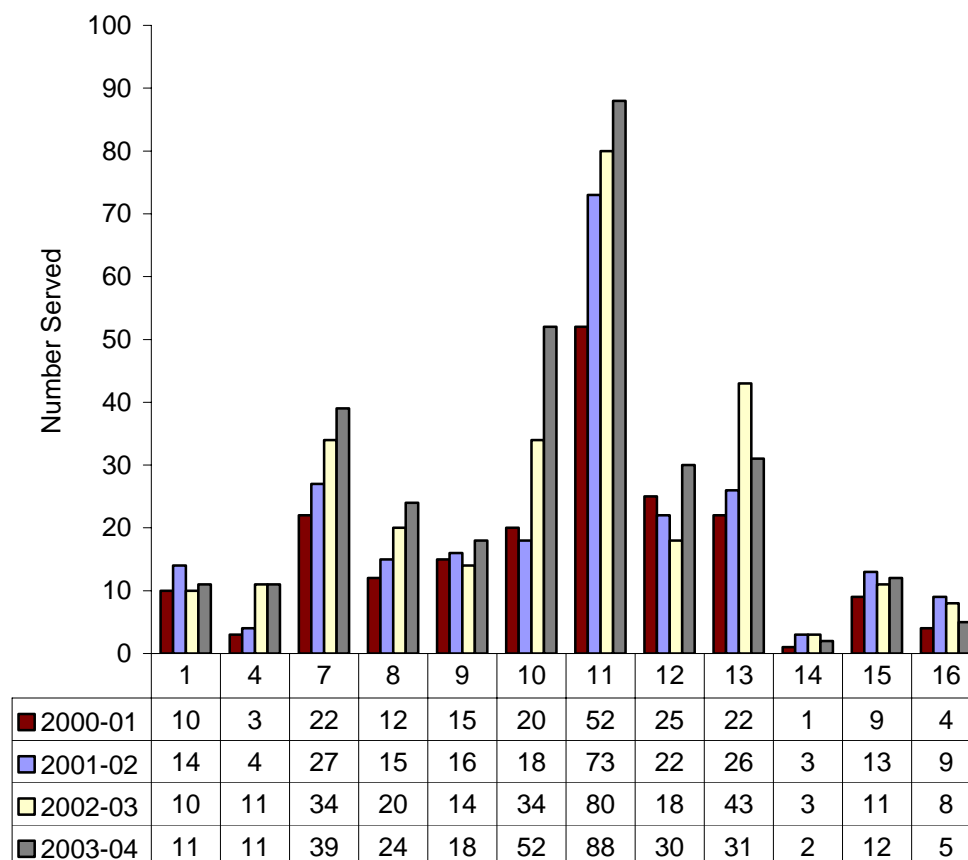
Figure C5.1. Number and Percent of Children Served in Part C ages birth to 1.



Source. U.S. Department of Education. Office of Special Education Programs. Data Analysis System (DANS). Table 8-6. July 30, 2005.

As mentioned previously, to monitor technical assistance needs, the Lead Agency reviews Regional Grantee child find data. Figure C5.2 provides Regional Grantee trend data as reported in the FFY 2003-2004 APR. The percentages shown are based on the December 1st Child Count for each year, compared to the birth minus death totals for the previous year. Data show generally consistent increases for the number of infants receiving services. Exceptions were noted for Regional Grantees 1, 14 and 15 that remained fairly stable, and a decrease in identification for Regional Grantees 13 and 16.

Figure C5.2. December 1st Count: Number of Children Served in Part C by Regional Grantees.



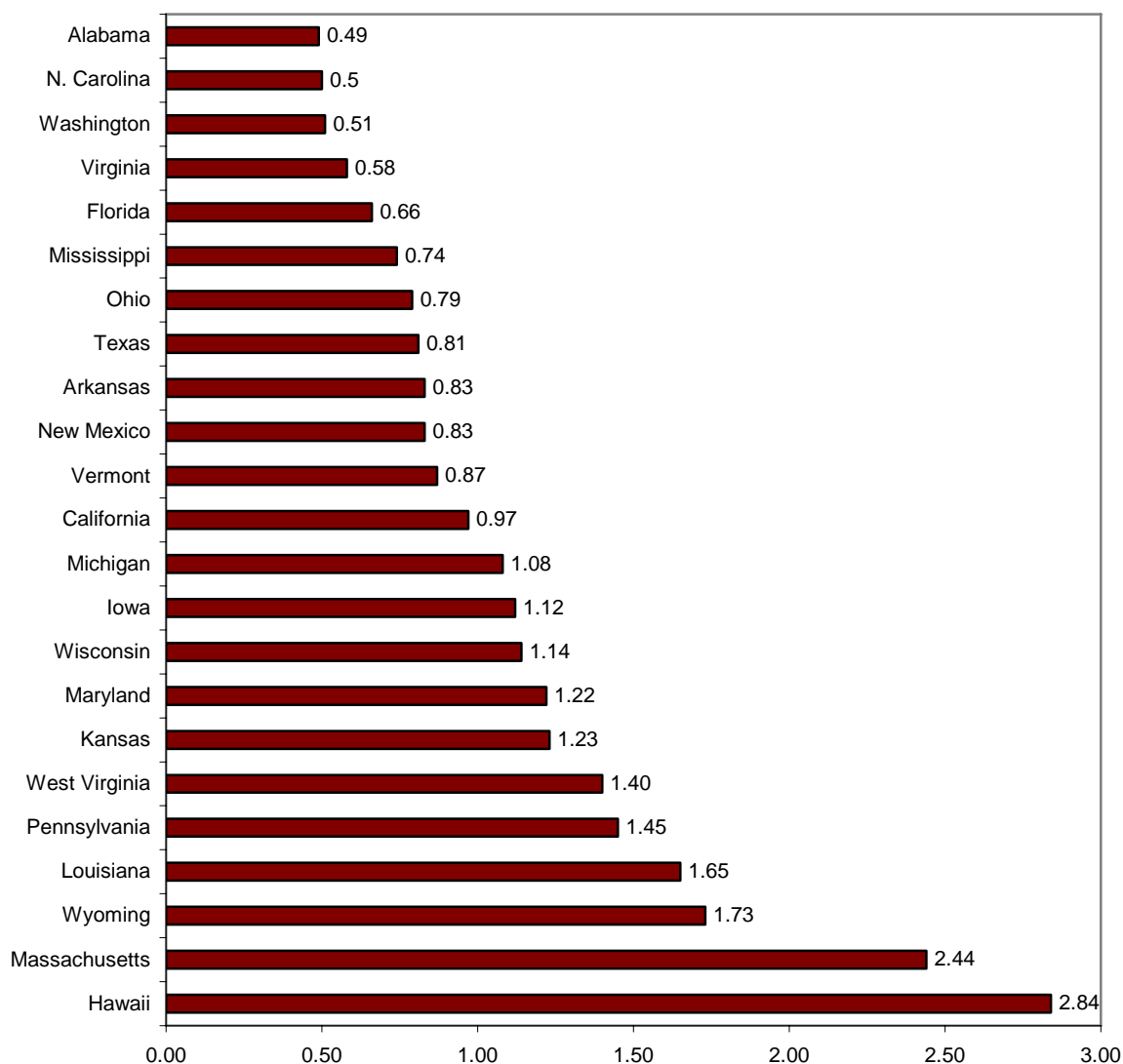
Source. Regional Grantee Monitoring Profile, 2000-2001 through 2003-2004.

Based on these data, the Lead Agency engaged in the following activities in FFY 2004-2005: (1) continued to review Regional Grantee child find data including source of referrals, (2) provided guidance on the early identification process (screening through determining eligibility), (3) implemented plans to increase referrals from hospital-based high-risk infant follow-up programs and from the CAPTA (Child Abuse Prevention Treatment Act) process, (4) incorporated Iowa Early Hearing Detection and Intervention process into Regional procedures, and (5) studied the effectiveness of the CAPTA process.

Baseline Data for FFY 2004 (2004-2005):

Figure C5.3 illustrates Part C child count data for Iowa as compared to states with similar eligibility definitions for FFY 2004-2005 (broad eligibility definition).

Figure C5.3. Percent of Iowa Eligible Infants, Birth to 1, as Compared to Other States with Similar Eligibility Definitions (FFY 2004-2005).



Source. U.S. Department of Education. Office of Special Education Programs. Data Analysis System (DANS). Table 8-6. July 30, 2005.

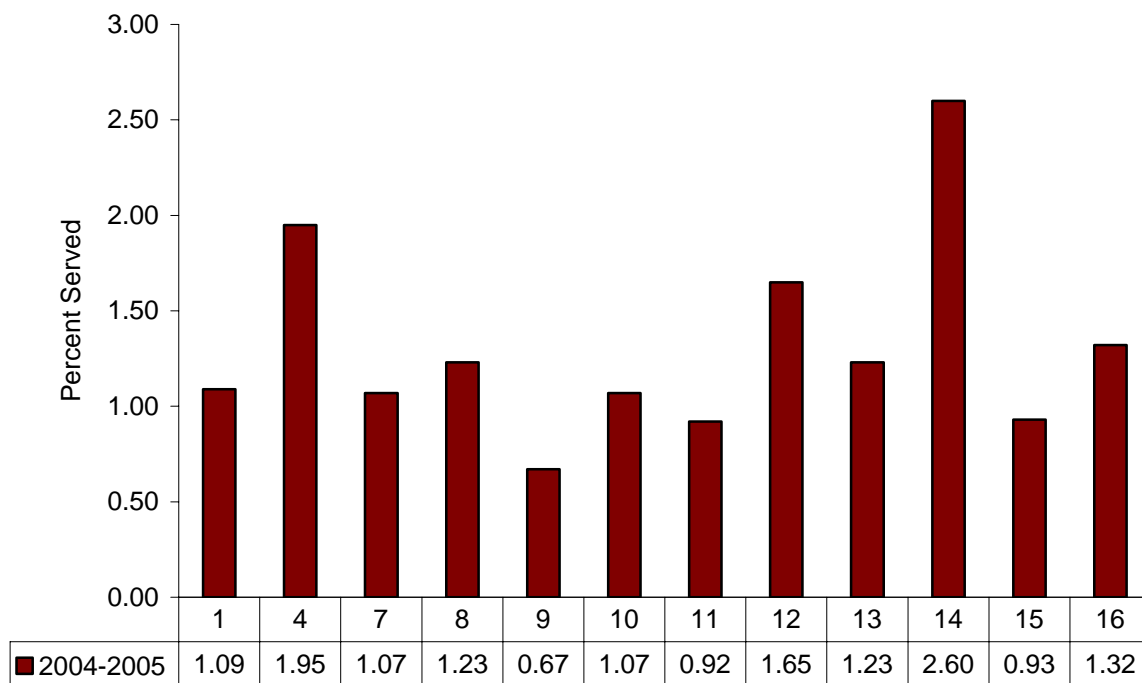
Note (a) Data on New Hampshire were not available as of July 30, 2005 and therefore were not included here.

(b) The number of infants receiving early intervention services in Iowa birth to 1 in 2004-2005 is 420.

National percent of population is 0.92. The calculated difference from national baseline is reported as 0.2 (OSEP DANS, Table 8-6 July 30, 2005).

Figure C5.4 illustrates Part C child count data for children ages birth to 1 receiving services within Iowa's twelve Regional Grantees.

Figure C5.4. December 1st Count: Percent of Children Served in Part C by Regional Grantees, ages birth to 1, 2004.

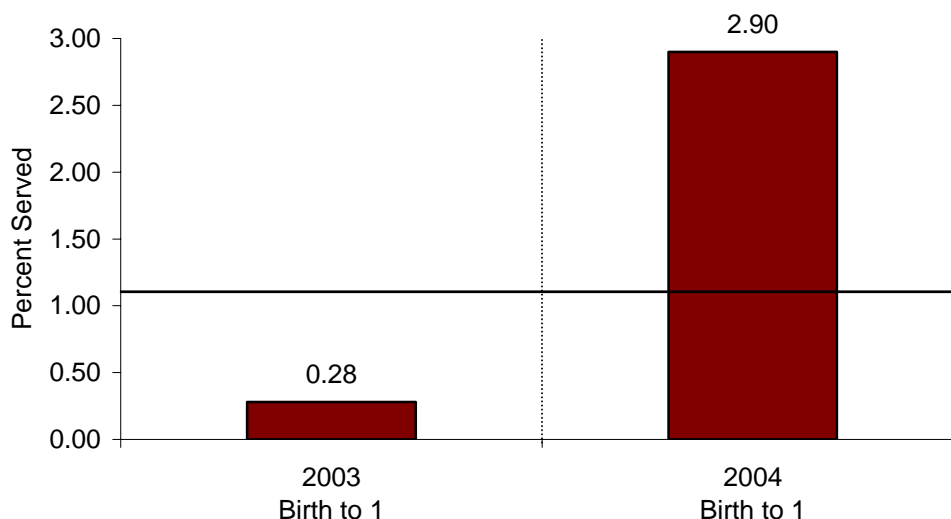


Source. Regional Grantee Monitoring Profile, 2004-2005.

In 2004-2005, The Iowa Council for Early ACCESS selected child find as the priority for focused monitoring for the second consecutive year. A focused monitoring visit was conducted in June 2004 in the Region with the lowest ranking (ranked 12th of 12); one year later this Region ranked first out of 12 regions.

Figure C5.5 illustrates overall Regional performance before and after the focused monitoring activities.

Figure C5.5. Child Count Data Before and After Regional Grantee's Focused-Monitoring Visit.



Source. Regional Grantee Monitoring Profile, 2003 & 2004.

Note. (a) December 1st count used for calculation of percent served.

(b) Solid horizontal line represents Measurable/Rigorous Target of 1.1% for birth to 1 for 2004-2005.

Discussion of Baseline Data:

Part C child count data for Iowa for FFY 2004-2005 is at 420 for children birth to 1, which represents 1.12% of Iowa's population, calculated as the number of infants under 1 year of age receiving early intervention services divided by the population under 1 year of age multiplied by 100. Figure C5.3 illustrates Iowa as average when compared to states with similar eligibility definitions. Thirteen states reached child count percentages lower than Iowa; 10 states had greater percentages than Iowa. Iowa identifies and serves more children as compared to National data; Iowa serves an additional .2% of children. Further, the U.S. Department of Education has identified Iowa as ranking 5th among states and territories for highest percent change in child count between 2000 and 2004 (Table 8-6 U.S. Department of Education (DANS), a 115% change in children served, birth to 1.

Figure C5.4 shows Regional Grantee child find percent for FFY 2004-2005. Six Regional Grantees met or exceeded the Lead Agency child find target of 1.1%; 6 Regional Grantees did not meet this target.

At least three different system-wide efforts contributed to the increased child count. First, 2004-2005 was the initial year of implementing Iowa's mandatory newborn hearing screening law for rescreening, evaluation and identification of newborns with hearing loss. Infants with hearing loss are automatically eligible for Early ACCESS and receive Part C services with parent permission. Regional Grantees updated their early identification procedures to include newborn hearing procedures after receiving state guidance. Second, Iowa completed its first year of implementing CAPTA. Third, efforts by the Regional Grantee and partnering agencies after the June 2004 Focused Monitoring Visit resulted in increased child count, as illustrated in Figure C5.5. Performance in that Region increased 2.62% for children birth to 1 within one year. Such performance difference illustrated the significant impact of focused monitoring activities. A focused monitoring visit was also conducted in another Region in December 2004, although data are not yet available. Changes in performance will be assessed after 2005 child count data are available.

In summary, trend data and current data indicated Iowa has consistently increased child count percentages an average of .124% over the past 5 years.¹⁶ Iowa is average when compared to states with similar (broad) eligibility definitions, and child count percentages are greater than national data. Iowa's Regional Grantees continue to experience growth in child count data. In response to stakeholder input regarding these data, Signatory Agencies (Partners from Education, Human Services, Public Health and Child Health Specialty Clinics) pointed to continued financial reductions, reflecting the economic downturn in the nation and state the last three years.¹⁷ Part C service provision is dependent upon the resources of these agencies and their funding streams. Financial strains are impacting their collective ability to respond to the increased numbers identified in this and future years. Based on data for the past 5 years and stakeholder input, Measurable/Rigorous Targets were set as described below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of infants and toddlers birth to 1 with IFSPs will maintain at 1.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as .2 percent difference based on baseline year data.
2006 (2006-2007)	Percent of infants and toddlers birth to 1 with IFSPs will maintain at 1.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as .2 percent difference based on baseline year data.
2007 (2007-2008)	Percent of infants and toddlers birth to 1 with IFSPs will maintain at 1.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as .2 percent difference based on baseline year data.
2008 (2008-2009)	Percent of infants and toddlers birth to 1 with IFSPs will maintain at 1.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as .2 percent difference within baseline year data.
2009 (2009-2010)	Percent of infants and toddlers birth to 1 with IFSPs will increase .1% to 1.2, and when compared to: A. Other States with similar eligibility definitions will increase baseline year average data; and B. National data will increase the percent difference based on baseline year data to .3.
2010 (2010-2011)	Percent of infants and toddlers birth to 1 with IFSPs will increase .1% to 1.3, and when compared to: A. Other States with similar eligibility definitions increase baseline year average data; and B. National data will increase the percent difference based on baseline year data to .4.

¹⁶ Iowa increased from .50% in 2000 to 1.12% in 2004-2005, representing an average increase of .124 over 5 years; increases were variable across those years.

¹⁷ Iowa's three-year economic decline is documented in Iowa's Condition of Education Report (2004).

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C5: Child Find Birth – 1	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze adequate and appropriate Child Find information with collaborative partners.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2) Planning (Statewide systemic concerns and specific Regional Grantee concerns). a) Design research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. b) Develop Technical Assistance to targeted agencies for adequate and appropriate Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2005- 2007
3) Professional Development and Implementation. a) Provide research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. b) Provide Technical Assistance to targeted agencies to implement adequate and appropriate Child Find. Examples include funding sources and procedural guidance.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007- 2011
4) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of Child Find information with collaborative partners. b) Provide Technical Assistance to targeted agencies in the interpretation of results of Child Find information.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007- 2011
5) Revision to Practice. a) Provide Technical Assistance to Regional Grantees in data-driven revisions to agreements, contracts and/or Continuous Improvement Plans.	Early ACCESS staff Part C Funding	2007- 2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to:

- A. Other States with similar eligibility definitions; and
- B. National data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions.
- B. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to National data.

Overview of Issue/Description of System or Process:

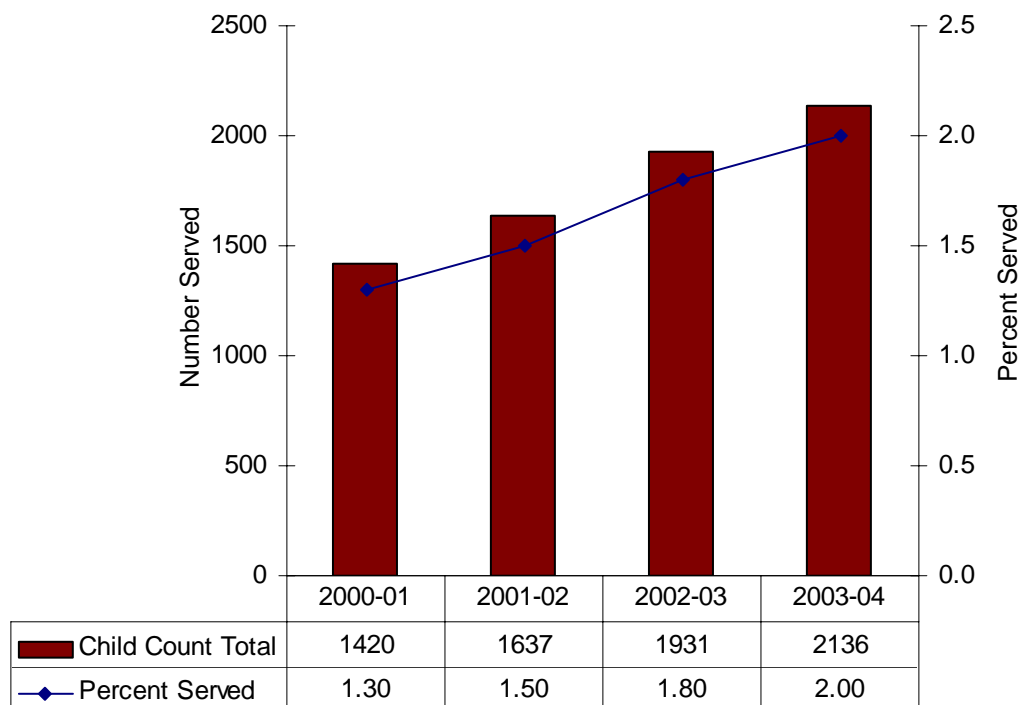
Iowa ensures a comprehensive, coordinated Child Find System as mandated in IDEA, Part C and reflected in *Iowa Administrative Rules for Early ACCESS*. The Child Find System is an interagency effort to identify and serve all eligible infants birth to 3. The Lead Agency requires Regional Grantees to analyze annual and trend data with their partnering agencies in order to plan improvements in their child find activities, including targeting referral sources for training. Regional Grantees submit their improvement plans to the Lead Agency for approval. The Lead Agency uses these plans to identify promising practices and needs for technical assistance and system improvements. The Executive Committee of the state Interagency Coordinating Council discusses and problem-solves implementation and system issues as they are identified.

The Iowa Early ACCESS (Part C) system has focused the last 5 years on implementation of a comprehensive and coordinated Child Find system to identify all eligible infants and toddlers. Iowa's public awareness program relies on 11 categories of referral sources, public awareness materials, a central point of entry for Early ACCESS and 12 Regional Grantees.

In the FFY 2003-2004, the Lead Agency reported child find status as consistently increasing in the number and percentage of infants receiving early intervention services.

Figure C5.1 shows the percentage of children being served significantly increased from 2000 and 2003. Trend data do not include comparison to other states with similar eligibility definitions.

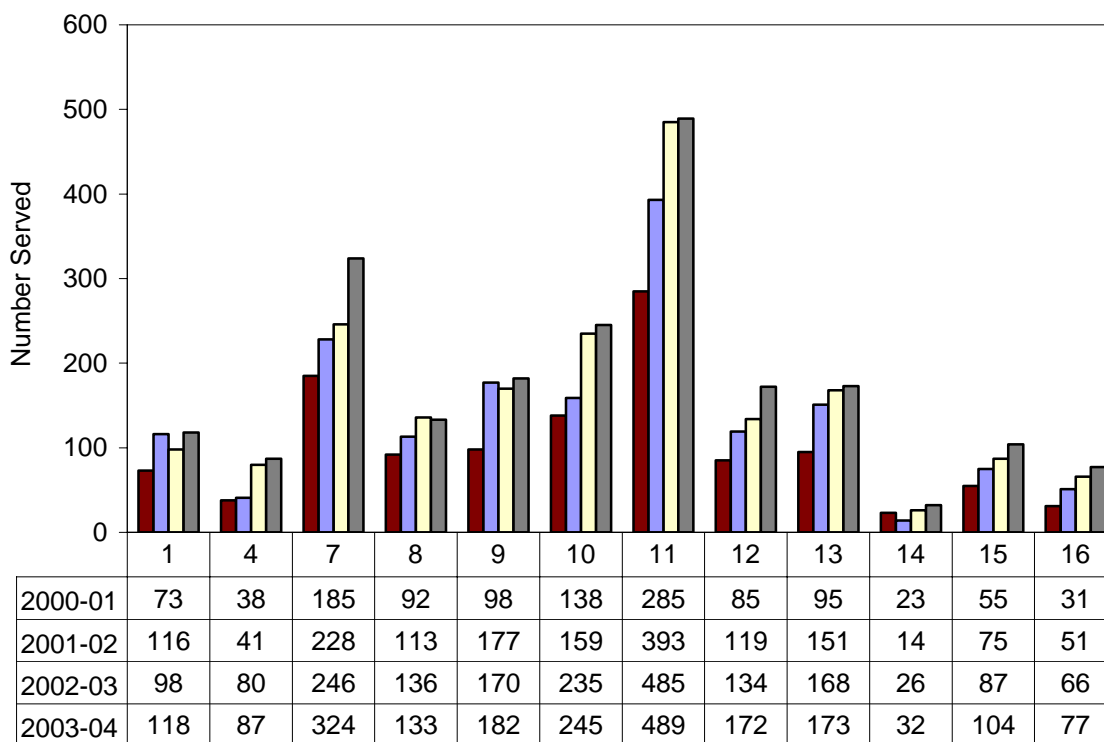
Figure C6.1. Number and Percent of Children Served in Part C ages birth to 3.



Source. U.S. Department of Education. Office of Special Education Programs. Data Analysis System (DANS). Table 8-5. July 30, 2005.

To monitor technical assistance needs, the Lead Agency reviews Regional Grantee child find data. Figure C6.2 provides Regional Grantee trend data as reported in the FFY 2003-2004 APR. Data show generally consistent increases for the number of infants and children receiving services. An exception was noted for Regional Grantee 8 that remained fairly stable.

Figure C6.2. December 1st Count: Number of Children Served in Part C by Regional Grantees.



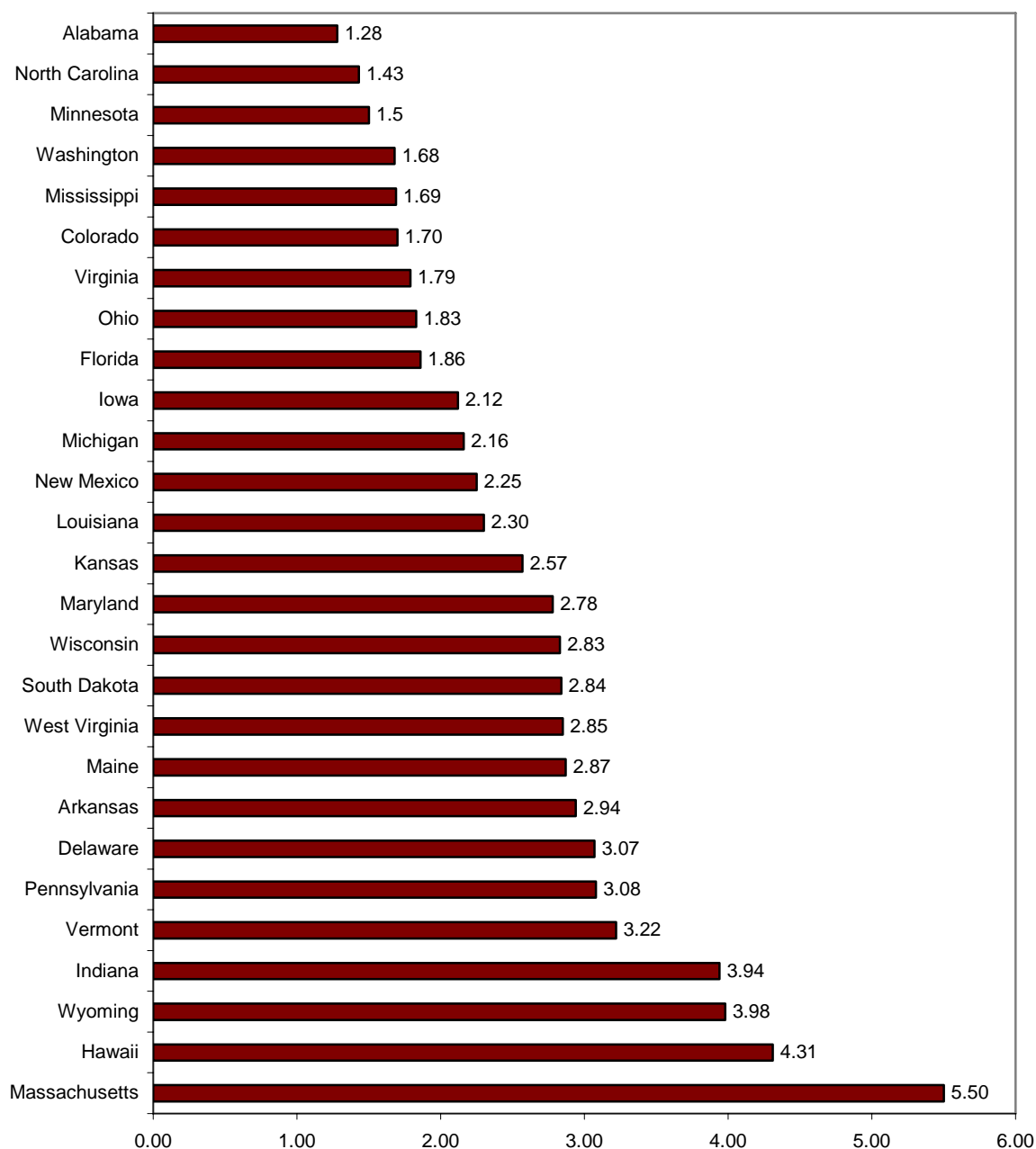
Source. Regional Grantee Monitoring Profile, 2000-04.

Based on these data, the Lead Agency engaged in the following activities in FFY 2004-2005: (1) continued to review Regional Grantee child find data including source of referrals, (2) provided guidance on the early identification process (screening through determining eligibility), (3) implemented plans to increase referrals from hospital-based high-risk infant follow-up programs and from the CAPTA (Child Abuse Prevention Treatment Act) process, (4) incorporated Iowa Early Hearing Detection and Intervention process into Regional procedures, and (5) studied the effectiveness of the CAPTA process.

Baseline Data for FFY 2004 (2004-2005):

Figure C6.3 illustrates Part C child count data for Iowa as compared to states with similar eligibility definitions for FFY 2004-2005.

Figure C6.3. Percent of Iowa Eligible Infants, Birth to 3, as Compared to Other States with Similar Eligibility Definitions (FFY 2004-2005).



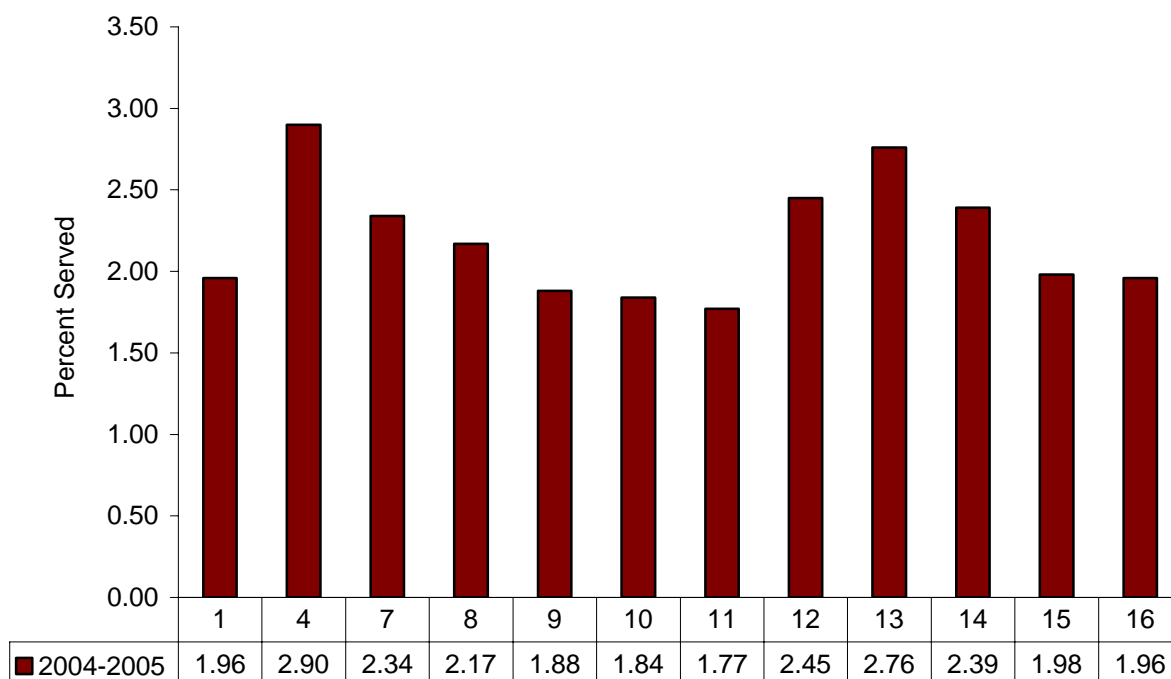
Source. U.S. Department of Education. Office of Special Education Programs. Data Analysis System (DANS). Table 8-3. July 30, 2005.

Note. The number of infants and toddlers receiving early intervention services in Iowa birth to 2 in 2004-2005 is 2,331.

National percent of population is 2.24. The calculated difference from national baseline is reported as -0.12% (OSEP DANS, Table 8-3, July 30, 2005).

Figure C6.4 illustrates Part C child count data for children birth to 3 receiving services within Iowa's twelve Regional Grantees.

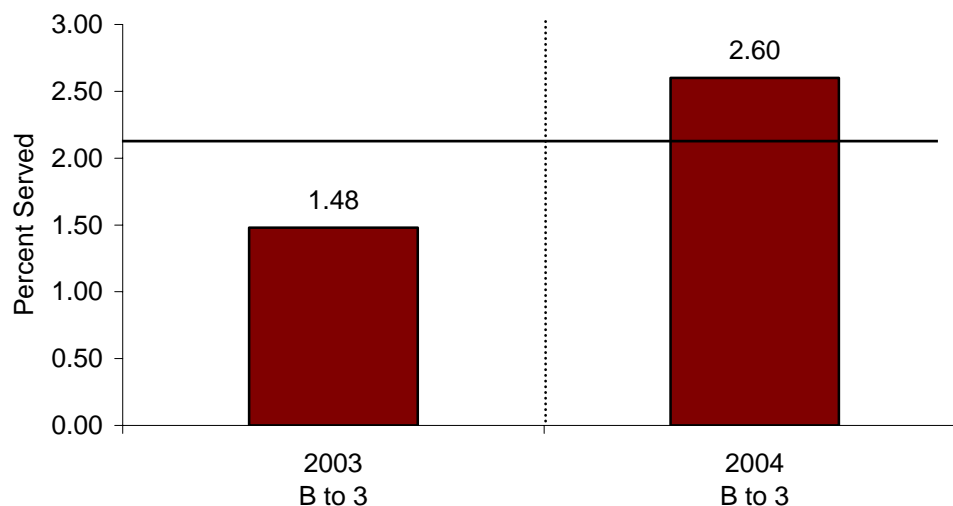
Figure C6.4. December 1st Count: Number of Children Served in Part C by Regional Grantees, 2004-2005.



Source. Regional Grantee Monitoring Profile, 2004-2005.

In 2004-2005, The Iowa Council for Early ACCESS selected child find as the priority for focused monitoring for the second consecutive year. A focused monitoring visit was conducted in June 2004 in the Region with the lowest ranking (ranked 12th of 12); one year later this Region ranked first out of 12. Figure C6.5 illustrates overall Regional performance before and after the focused monitoring activities.

Figure C6.5. Child Count Data Before and After the Regional Grantee's Focused-Monitoring Visit.



Source. Regional Grantee Monitoring Profile, 2003 & 2004.

Note. (a) December 1st count used for calculation of percent served

(b) Solid horizontal line represents Measurable/Rigorous Target of 2.1% for birth to 3 for 2004-2005

Discussion of Baseline Data:

Part C child count data for Iowa for FFY 2004-2005 is at 2331 children birth to 3, which represents 2.12% of Iowa's population, calculated as the number of infants and toddlers ages birth to 3 receiving early intervention services divided by the birth to 2 population multiplied by 100. Figure C6.3 illustrates Iowa as below average when compared to other state averages with similar eligibility definitions (excluding at-risk). Nine states reached child count percentages lower than Iowa; 17 states had greater percentages than Iowa. Iowa identifies and serves fewer children (-0.12) as compared to National data (2.24). Although Iowa is below state and national data, the U.S. Department of Education has identified Iowa as ranking 6th among states and territories for highest percent change in child count between 2000 and 2004 (Table 8-6 U.S. Department of Education (DANS), a 68% change in children served, birth to 3.

Figure C6.4 shows Regional Grantee child find data for FFY 2004-2005. Six Regional Grantees met or exceeded the Lead Agency child find target of 2.1%; 6 Regional Grantees did not meet this target.

At least three different system-wide efforts contributed to the increased child count. First, 2004-2005 was the initial year of implementing Iowa's mandatory newborn hearing screening law for rescreening, evaluation and identification of newborns with hearing loss. Infants with hearing loss are automatically eligible for Early ACCESS and receive Part C services with parent permission. Regional Grantees updated their early identification procedures to include newborn hearing procedures after receiving state guidance. Second, Iowa completed its first year of implementing CAPTA (Child Abuse Prevention Treatment Act). Third, efforts by the Regional Grantee and partnering agencies after the June 2004 Focused Monitoring Visit resulted in increased child count, as illustrated in Figure C5.5. Performance in that Region increased 1.2% for children birth to 3 within

one year. Such performance difference illustrates the significant impact of focused monitoring activities. A focused monitoring visit was also conducted in another Region in December 2004, however, data are not yet available. Changes in performance will be assessed after 2005 child count data are available.

In summary, trend data and current data indicated Iowa has consistently increased child count percentages from 1.3% in 2000 to the current 2.1% in 2004-2005. Iowa is below average when compared to states with similar (broad) eligibility definitions, and child count percentages are slightly less than national data. Iowa's Regional Grantees continue to experience growth in child count data. In response to stakeholder input regarding these data, Signatory Agencies (Partners from Education, Human Services, Public Health and Child Health Specialty Clinics) pointed to continued financial reductions, reflecting the economic downturn in the nation and state the last three years.¹⁸ Part C service provision is dependent upon the resources of these agencies and their funding streams. Financial strains are impacting their collective ability to respond to the increased numbers identified in this and future years.

Based on data for the past 5 years and stakeholder input, Measurable/Rigorous Targets were set as described below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of infants and toddlers birth to 3 with IFSPs will maintain at 2.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as –0.12 percent difference based on baseline year data
2006 (2006-2007)	Percent of infants and toddlers birth to 3 with IFSPs will maintain at 2.1, and when compared to: A. Other States with similar eligibility definitions maintain baseline year average data; and B. National data will maintain as –0.12 percent difference based on baseline year data
2007 (2007-2008)	Percent of infants and toddlers birth to 3 with IFSPs will maintain at 2.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as –0.12 percent difference based on baseline year data
2008 (2008-2009)	Percent of infants and toddlers birth to 3 with IFSPs will maintain at 2.1, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as –0.12 percent difference based on baseline year data

¹⁸ Iowa's three-year economic decline is documented in Iowa's Condition of Education Report (2004).

FFY	Measurable and Rigorous Target
2009 (2009-2010)	<p>Percent of infants and toddlers birth to 3 with IFSPs will increase .2% to 2.3, and when compared to:</p> <ul style="list-style-type: none"> A. Other States with similar eligibility definitions will increase baseline year average data; and B. National data will decrease the percent difference based on baseline year data to 0.06
2010 (2010-2011)	<p>Percent of infants and toddlers birth to 3 with IFSPs will increase .2% to 2.5, and when compared to:</p> <ul style="list-style-type: none"> A. Other States with similar eligibility definitions increase baseline year average data; and B. National data will decrease the percent difference based on baseline year data to .26

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C6: Child Find Birth - 3	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze adequate and appropriate Child Find information with collaborative partners.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2) Planning (Statewide systemic concerns and specific Regional Grantee concerns). a) Design research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. b) Develop Technical Assistance to targeted agencies for adequate and appropriate Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2005- 2007
3) Professional Development and Implementation. a) Provide research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. b) Provide Technical Assistance to targeted agencies to implement adequate and appropriate Child Find. Examples include funding sources and procedural guidance.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007- 2011
4) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of Child Find information with collaborative partners. b) Provide Technical Assistance to targeted agencies in the interpretation of results of Child Find information.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007- 2011
5) Revision to Practice. a) Provide Technical Assistance to Regional Grantees in data-driven revisions to agreements, contracts and/or Continuous Improvement Plans.	Early ACCESS staff Part C Funding	2007- 2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 7: Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = # of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline divided by # of eligible infants and toddlers evaluated and assessed times 100.

Account for untimely evaluations.

Overview of Issue/Description of System or Process:

Iowa ensures that the process of evaluation, child and family assessment and the development of an IFSP is completed within 45 calendar days upon receiving either a verbal or written referral for evaluation as mandated in *Iowa Administrative Rules for Early ACCESS* [IAC 281-120.30 (34CFR303)]. If there are exceptional circumstances, such as the child being ill, that make it impossible to complete the evaluation and assessment activities within the 45 days, these circumstances are documented and, to the extent possible, an interim IFSP is developed and implemented IAC 281-120.29 [34CFR303.322(e)]. Timely evaluation and assessment and initial IFSP meeting dates are monitored as part of Iowa's Monitoring System. (A complete description of Iowa's Part C Monitoring System is provided in Indicator 9. The 45-day timeline begins the date the regional central point of entry intake referral is received for eligibility to be determined and ends the date of the initial IFSP meeting. When assessment and evaluation are conducted and an initial IFSP meeting is held within the established timeline, it is considered timely IAC 281-120.34 (34CFR303).

In the FFY 2003-2004, the Lead Agency monitored timely evaluation and assessment and the initial IFSP meeting for 3 Regional Grantees. Ten IFSPs were selected and reviewed (N=30). Table C7.1 indicates the number and percentage of evaluations and IFSP meetings held within the 45-day timeline as reported in the March 2004 APR.

Table C7.1.

Number and Percent of Evaluations and IFSP Meetings Held within 45 Days.

	Region A (N=10)	Region B (N=10)	Region C (N=10)	Total Mean (N=30)
Evaluations; Meetings	7	8	5	20
Documentation: 45-day delay*	3/3	2/2	3/5	8/10
Total in compliance	10	10	8	28
Percent in compliance	100	100	80	93

Source. Part C Regional Monitoring Data - File Review, 2004.

**Note.* Twenty of the 30 IFSPs were completed within 45 calendar days; eight of the remaining 10 IFSPs had documentation for circumstances causing the delay.

Data in Table C7.1 indicate 93% of the reviewed IFSPs met the 45-day timeline. There were 10 IFSPs where the 45-day timeline was not met, but 8 of the 10 IFSPs had documentation for the circumstances causing the delay. Two Regional Grantees met the 45-day timely evaluation requirement with 100 percent compliance; one Regional Grantee lacked documentation for the 45-day delay for 2 IFSPs reviewed. The Regional Grantee submitted a corrective action plan to the Lead Agency; the plan was approved and implemented; the citation was corrected within one year.

Based on implementation of monitoring procedures and these data, the Lead Agency engaged in the following activities: (1) revised IFSP forms and provided training to enhance IFSP documentation of family concerns, priorities and resources as well as reasons for timeline delay, (2) revised Regional Grantee procedures to ensure evaluation in all five developmental areas within 45 days of referral, (3) developed an interagency data system and data dictionary to standardize procedures and definitions across Signatory Agencies, (4) formed a multi-disciplinary workgroup to develop a plan for guidance in identification of evaluations and assessments intended for targeted disciplines (e.g., vision and hearing) and service coordinators, and (5) refined monitoring procedures and tools to enhance monitoring in this indicator area.

Baseline Data for FFY 2004 (2004-2005):

Timely evaluation and assessment of child and family needs was monitored by the Lead Agency using an annual statewide IFSP file review process. During the fall of 2004-2005, each Regional Grantee used a statewide self-assessment tool to conduct IFSP file reviews on a random sample of files comprising 10% (or a minimum of 15 files, whichever was larger) of their total number of eligible children being served. This served as a pilot for the State's self-assessment file review tool.

Table C7.2 presents the number and percentage of evaluations and IFSP meetings held within the 45-day timeline as well as documentation of reasons for delay if the 45-day timeline was not met.

Table C7.2.

Percent and (Number/Total Files Reviewed) of Evaluations and IFSP Meetings Held within 45 Days or with Documentation.

Region	Evaluations; Meetings in 45 calendar days	Documentation: 45-day delay	Documentation: 45-day delay as Family Reason	Compliance 45-day + Delay as Family Reason
1	86 (12/14)	50 (1/2)	50 (1/2)	93 (13/14)
4	54 (7/13)	43 (3/7)	0 (0/7)	54 (7/13)
7	62 (18/29)	67 (8/12)	50 (6/12)	83 (24/29)
8	75 (12/16)	75 (3/4)	75 (3/4)	94 (15/16)
9	67 (8/12)	75 (3/4)	50 (2/4)	83 (10/12)
10	60 (9/15)	17 (1/6)	17 (1/6)	67 (10/15)
11	69 (27/39)	75 (9/12)	50 (6/12)	85 (33/39)
12	67 (10/15)	20 (1/5)	20 (1/5)	73 (11/15)
13	62 (8/13)	40 (2/5)	40 (2/5)	77 (10/13)
14	33 (5/15)	80 (8/10)	70 (7/10)	80 (12/15)
15	60 (9/15)	50 (3/6)	50 (3/6)	80 (12/15)
16	86 (12/14)	0 (0/2)	0 (0/2)	86 (12/14)
State	65 (137/210)	56 (42/75)	43 (32/75)	89 (187/210)

Source. Part C Regional Monitoring Data - File Review, Fall, 2004.

*Note. Seven of the 14 file reviews in Region 4 indicated *Not Applicable* regarding transition as the child was not of transition age, therefore the number of files used in the review was 7 total files. As described in the Description of Baseline, procedures were revised to address file selection errors.

Discussion of Baseline Data:

Monitoring data in Table C7.2 indicated 89% of the reviewed IFSP files met the 45-day timeline and documentation for acceptable reasons for delay. Of the 42 documented reasons for delay, 32 were due to family reasons. Results from the pilot indicated that reliability across the state was not consistent. To address this concern, the Lead Agency revised the tool to ensure reliability of data collection in the future. Further, Regional Grantees received compliance citations if exceptional circumstances were not recorded; corrective action plans have been filed, approved by the Lead Agency and corrective actions will be followed up and included in the next report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2006 (2006-2007)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2007 (2007-2008)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2008 (2008-2009)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2009 (2009-2010)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2010 (2010-2011)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C7: Timely Evaluation and Assessment	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze evaluation and assessment data with collaborative partners.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	Annually
2) Planning (Statewide systemic concerns and specific Regional Grantee concerns). a) Design research-based professional development to provide to Regional Grantees to address evaluation and assessment within 45-day timeline. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline. b) Develop research-based Technical Assistance to targeted Regional Grantees to develop evaluation and assessment within 45-day timeline. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	2005-2006
3) Professional Development and Implementation. a) Provide professional development to Regional Grantees to address statewide systemic issues. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline. b) Provide Technical Assistance to targeted Regional Grantees to meet the 45-day timeline for evaluation and assessment. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	2006-07
4) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of evaluation and assessment with collaborative partners. b) Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of evaluation and assessment.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	2006-2011

Improvement Activity C7: Timely Evaluation and Assessment	Resources	Timeline
5) Revision to Practice. a) Provide Technical Assistance to Regional Grantees in data-driven revisions to document evaluation and assessment. b) Provide professional development to Regional Grantees to implement data-driven revisions to evaluation and assessment.	Early ACCESS staff Part C Funding	2006-2011
6) Verification. a) Verify improvement of evaluation and assessment within 45-day timeline through the monitoring system.	Early ACCESS staff Part C Funding	2006-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Indicator 8: Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- A. IFSPs with transition steps and services
- B. Notification to LEA, if child potentially eligible for Part B: and
- C. Transition conference, if child potentially eligible for Part B.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent = # of children exiting Part C who have an IFSP with transition steps and services divided by # of children exiting Part C times 100.
- B. Percent = # of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.
- C. Percent = # of children exiting Part C and potentially eligible for Part B where the transition conference occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.

Overview of Issue/Description of System or Process:

Iowa ensures timely transition from Part C services to Part B and/or other services by a child's third birthday, including an IFSP with transition steps and services, notification to the LEA and transition conference as mandated in statute (IAC 281–120.57-120.60). All Regional Grantees have transition policies in accordance with IDEA Part C and *Iowa Administrative Rules for Early ACCESS*. These policies have been approved by, and are on file with, the Lead Agency. Timely transitions are monitored as part of Iowa's Early ACCESS Monitoring System. A complete description of Iowa's Part C Monitoring System is provided in Indicator 9. The definition of each identified element includes:

1. Timely IFSP with transition steps and services is the documentation of specific steps and services documented on the IFSP that are needed to ensure the effective transition of a child from Part C to Part B services.
2. Notification to LEA occurs prior to the meeting and the documentation is recorded at the transition planning conference.
3. Timely transition conference is the occurrence of transition planning meetings at least 90 days prior to the 3rd birthday of a child potentially eligible for Part B services.

In the FFY 2003-2004, the Lead Agency monitored timely transition with 3 Regional Grantees. Ten IFSPs were selected and reviewed in each Region (N=30). Table C8.1 indicates the number and percentage of IFSPs with transition steps and services, and timely transition conference as reported in the March 2005 APR.

Table C8.1.

Number and (Percent) of Transition Planning Requirements met in IFSP File Reviews.

	Region A	Region B	Region C	Total Mean
Transition planning meeting held at least 90 days before third birthday	2/3 (67)	2/3 (67)	0/3 (0)	4/9 (44)
IFSPs with steps to support transition of child	3/3 (100)	2/3 (67)	3/3 (100)	7/9 (78)

Source. Part C Regional Monitoring Data - File Review, 2004.

As indicated in the March 2005 APR, all three Regional Grantees monitored were cited for noncompliance. Regional Grantees amended their Continuous Improvement Plans (CIPs) that were reviewed and approved by the Lead Agency. The Early ACCESS Staff followed up with each Regional Grantee and determined that the noncompliance was corrected within timelines.

Table C8.2 shows the timely notification to LEAs as the number of IFSPs reviewed that had an LEA representative at the transition planning meeting.

Table C8.2.

Number and Percent of LEA Participation.

	Region A	Region B	Region C	Total Mean
LEA representative at transition planning meeting	1/3 (33)	2/3 (67)	0/3 (0)	3/9 (33)

Source. Part C Regional Monitoring Data - File Review, 2004 –2005.

As indicated in the March 2005 APR, two of the three Regional Grantees were cited for noncompliance regarding notification to the LEA. Cited Regional Grantees amended their CIPs that were reviewed and approved by the Lead Agency. The Lead Agency followed up with each Regional Grantee and determined the noncompliance was corrected within timelines.

Based on implementation of monitoring procedures and these data, the Lead Agency engaged in the following activities: (1) provided technical assistance materials to parents and professionals regarding transition planning through continuation of PEC Coordinator activities, (2) collected data from stakeholders regarding transition technical assistance needs, and (3) refined data collection and the monitoring system regarding transition.

Baseline Data for FFY 2004 (2004-2005):

Timely transition was monitored by the Lead Agency using an annual statewide IFSP file review process in the following areas: A. Timely steps and services, and C. Transition conference. During the fall of 2004-2005, each Regional Grantee used a statewide self-assessment tool to conduct IFSP file reviews on a random sample of files comprising 10% (or a minimum of 15 files, whichever is larger) of their total number of eligible children being served. A total sample size of 149 children was reviewed for IFSP transition steps and services for children within 90 days of their third birthday. Of the 10% reviewed, 20% had to be of transition age for a total sample size of 75 files reviewed for notification and timely transition conference. This served as a pilot for the State's self-assessment file review tool.

Table C8.3 presents the number and percentage of IFSPs with transition steps and services, and timely transition conference at the Regional Grantee and Lead Agency level.

Table C8.3.

Percent (Number/Total Number) of File Reviews Meeting (A), and (C) Timely Transition Conference by Regional Grantee and State.

1	4	7	8	9	10	11	12	13	14	15	16	State
A. IFSP Transition Steps and Services												
100 (4/4)	67 (2/3)	80 (4/5)	83 (5/6)	75 (3/4)	100 (2/2)	75 (6/8)	0 (0/3)	0 (0/1)	100 (1/1)	50 (2/4)	25 (1/4)	68 (30/44)
C. Timely Transition Conference												
50 (5/10)	56 (5/9)	53 (8/15)	55 (6/11)	75 (6/8)	33 (3/9)	36 (9/24)	50 (2/4)	29 (2/7)	29 (2/7)	44 (4/9)	44 (4/9)	46 (56/122)

Source. Part C Regional Monitoring Data - File Review, Fall, 2004.

Note. (a) Regional Grantees indicated *Not Applicable* for some reviewed files; those files were not included in the total number. As described in the Description of Baseline, procedures were revised to address file review errors.

(b) Percentages are rounded.

Notification to Regional Grantees (Iowa's LEAs) occurs prior to the meeting and the documentation is recorded at the transition planning conference. The percent notified is calculated by adding the following exit categories within and across Regional Grantees, and dividing by the total number of children exiting by age 3 across and within Regional Grantees: Eligible for B; Not Eligible-Exit to other Program; and Not Eligible-Exit no Referrals.

Table C8.4.

Total Percent of Regional Grantees Notified.

	1	4	7	8	9	10	11	12	13	14	15	16	STATE
Determined by 3	100	100	100	96.67	100	100	93.44	100	100	100	88.89	100	98.10

Source. Iowa 618 Exit Table, 2004-2005.

Discussion of Baseline Data:

Table C8.3 indicates 68% of files reviewed had documented IFSP transition steps and services, and 46% held the transition conference in a timely manner. Table C8.4 indicates 98.10% of children exiting Part C and potentially eligible for Part B had notification to the Regional Grantee. In reviewing these data, the Lead Agency was concerned monitoring results may not be representative of actual practices of the Regional Grantees. After verifying with Regional Liaisons, it was determined the file review process had been interpreted very strictly. For example, the self-assessment form was checked as "no documentation," whether the service coordinator was in the beginning, middle or end of completing IFSP transition steps. Given this concern, the Lead Agency has been revising the Self-Assessment form and more explicit directions. The Lead Agency is anticipating baseline data will need to be resubmitted in future reporting.

Although monitoring results were questionable, Regional Grantees were cited for noncompliance. Regional Grantees are in the process of responding to noncompliance concerns and amending their Continuous Improvement Plans (CIPs) to be reviewed and approved by the Lead Agency. Early ACCESS Staff will provide technical assistance and monitor each Regional Grantee following up with correction of noncompliance within appropriate timelines.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including (A) IFSPs with transition steps and services; (B) Notification to LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2006 (2006-2007)	100% of all children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including (A) IFSPs with transition steps and services; (B) Notification to LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2007 (2007-2008)	100% of all children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including (A) IFSPs with transition steps and services; (B) Notification to LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2008 (2008-2009)	100% of all children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including (A) IFSPs with transition steps and services; (B) Notification to LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2009 (2009-2010)	100% of all children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including (A) IFSPs with transition steps and services; (B) Notification to LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2010 (2010-2011)	100% of all children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including (A) IFSPs with transition steps and services; (B) Notification to LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C8: Transition C to B	Resources	Timeline
1) Research (Statewide systemic concerns and specific AEA concerns). a) Gather, report, and analyze transition file review and exit data with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Area Education Agencies Part C Funding	Annually
2) Planning (Statewide systemic concerns and specific AEA concerns). a) Design research-based professional development to provide to AEAs to address transition planning for children exiting Part C who are eligible for Part B. b) Develop research-based Technical Assistance to targeted AEAs to develop transition planning improvement plans.	Early ACCESS Staff, Area Education Agencies Part C Funding	2005-2007
3) Professional Development and Implementation. a) Provide professional development to AEAs to address statewide systemic issues. For example: completing the self-assessment, implementation guidance, service coordination training, and policy regarding transition planning. b) Provide Technical Assistance to targeted Regional Grantees to implement appropriate transition practices.	Early ACCESS Staff, Area Education Agencies Part C Funding	2006-2011
4) Evaluation and Progress Monitoring. a) Gather, report and analyze transition file review and exit data with collaborative partners. b) Provide Technical Assistance to AEAs in the interpretation of implementation results of transition data.	Early ACCESS Staff, Area Education Agencies Part C Funding	2006-2011
5) Revision to Practice. a) Provide Technical Assistance to AEAs in data-driven revisions to address transition planning. b) Provide professional development to AEAs to implement data-driven revisions to address transition planning.	Early ACCESS Staff Part C Funding	2006-2011
6) Verification. a) Verify improvement of transition planning through the monitoring system.	Early ACCESS Staff Part C Funding	2006-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 9: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
- a. # of findings of noncompliance made related to priority areas.
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = b divided by a times 100.
- For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.
- B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:
- a. # of findings of noncompliance made related to such areas.
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = b divided by a times 100.
- For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.
- C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:
- a. # of EIS programs in which noncompliance was identified through other mechanisms.
 - b. # of findings of noncompliance made.
 - c. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = c divided by b times 100.
- For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

Monitoring, Complaint, Mediation, and Hearing Resolution Systems. Monitoring, complaints, mediations, and hearings are used by the Lead Agency to identify and correct noncompliance as soon as possible but in no case later than one year from identification. Though reported as distinct systems, the Lead Agency considers these to operate as cohesive units. Data collected in each System are critically analyzed (disaggregated and aggregated) to inform the identification and remediation of concerns within and across Systems, the Lead Agency, and Regional Grantees. For

complete descriptions of complaints, mediations, or hearing resolutions, see the appropriate designated section in the State Performance Plan.

A. Monitoring Priorities and Indicators and Related Areas: The Monitoring System. The purpose of Focused Monitoring is to conduct an on-site visit to examine focused areas of concern based on Regional Grantees' Monitoring Profile Data. Focused areas targeted for the visit are based on recommendations of the Iowa Interagency Coordinating Council. Lead Agency monitoring for procedural compliance occurs in conjunction with evaluation of each Regional Grantee's completion of their Self-Assessment and yearly application. Each Regional Grantee analyzes data from their Self-Assessment and Regional Data Profile to develop a Continuous Improvement Plan (CIP). The Regional Grantee Self-Assessment tool includes File Review and General Supervision tool components for file and procedures reviews. Regional Grantees submit their Continuous Improvement Plan to the Lead Agency; the Lead Agency approves submitted plans.

Noncompliance is identified by the Lead Agency completing a site visit scheduled with Regional Grantees with the lowest rank in targeted areas of focused monitoring. Before the on-site visit, the monitoring team reviews a variety of data sources provided by the Regional Grantee. Hypotheses for low indicator performance are formulated for investigation on-site. During on-site visits, state team members visit the Regional Grantee administrative team, conduct multiple interview groups (including referral sources, service providers, parents, and partners/signatory agencies), randomly select files, review files for compliance using a checklist, and compile noted noncompliance citations. A report is then prepared by state staff detailing results of review for the visited Regional Grantee. Within one year of the identification of the noncompliance items, the Lead Agency verifies evidence of corrected citation(s) and provides a letter of verification to the Regional Grantee.

When noncompliance citations are identified, the Regional Grantees are required to develop a *Continuous Improvement Plan with Corrective Action Plan(s)* to correct the identified citations. Regional Grantees have 30 days upon receipt of the Lead Agency report to correct individual noncompliance and up to one year to correct systemic noncompliance. After their plan has been completed and the compliance citation corrected, the Regional Grantee submits to the Lead Agency revised procedures and evidence of success that the noncompliance citation has been corrected. Also, the Regional Grantee reports corrective actions were completed within their Annual Report to the Lead Agency.

B. Other noncompliance related to areas not included in the above monitoring priority areas and indicators. Iowa addresses all noncompliance within measurement A. Noncompliance areas include all the program requirements, focused areas, and all the areas focused on improving educational results and functional outcomes for children with disabilities.

C. Other mechanisms such as complaints, due process hearings, mediations: The Complaint and Hearing Resolution Systems. Iowa reviews complaint investigations and hearing resolution findings to ascertain noncompliance issues. Data reviewed include complaint type, number, ages of complainant, level of severity of disorder, specific IFSP concern, and region of origination. To date, Early ACCESS has not had a complaint, due process hearing or mediation held. For complete descriptions of complaints, mediations, or hearing resolutions, see the appropriate designated section in the State Performance Plan.

Baseline Data for FFY 2004 (2004-2005):

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification. Iowa has developed four essential questions that have been used in conversation with stakeholders to better understand outcomes for children in Iowa and how Iowa will monitor those outcomes. Centering conversations on these four questions has promoted rich discussions and planning for "what's best for children and their families" in addition to how Iowa will report data for the 14 indicators to the public. Table C9.1 identifies the relevant OSEP indicators related to each question, with data for the indicators collapsed under each.

Given that this is the first year of using data for some of the OSEP indicators for monitoring, Table C9.1 is not complete. Shaded areas in the chart are monitoring mechanisms not delineated and new indicators where data were not used during 2003-2004. For new indicators, monitoring will parallel the schedule for baseline data collection which will begin in 2005-2006. Noncompliance corrected within one year will be reported in the 2008 APR. The one exception is Indicator 3: Early Childhood Outcomes; baseline data will be completed by 2006-2007. Noncompliance corrected within one year will be reported in the 2009 APR.

SPP Template – Part C (3)

IOWA

Table C9.1.

Regional Grantee Monitoring Data through Self-Assessment and On-Site Review: Number and Percent of Findings Corrected within One Year¹⁹

Indicator	Monitoring Mechanism	# of places Reviewed in 2003-2004	# of places with Findings in 2003-2004	a.# of Findings in 2003-2004	b.# Corrected w/in 1 yr, 2004-2005	% Corrected w/in 1 yr
<u>Question 1: Are children (B-3) appropriately identified and receiving services in the natural environment?</u> Indicators: 2. Natural Environment 5. Child Find B-1 6. Child Find B-3 7. Timely Evaluation and Assessment	Self-Assessment by Regional Grantee					
	On-site Visit by Regional Grantee	8	8	8	8	100
	Data Review of Regional Grantee					
<u>Question 2: Are children (B-3) receiving the services they need to be healthy and successful?</u> Indicators: 1. Timely Services 3. Early Childhood Outcomes	Self-Assessment by Regional Grantee					
	On-site Visit by Regional Grantee					
	Data Review of Regional Grantee					
<u>Question 3: Are families and their children (B-3) supported in meeting their special needs?</u> Indicators: 4. Family Centered Services	Self-Assessment by Regional Grantee					
	On-site Visit by Regional Grantee					
	Data Review of Regional Grantee					

¹⁹ Noncompliance is documented as identified through On-Site visits by Regional Grantee, however noncompliance is identified through Self-Assessment and Data Review. In subsequent documents, the distinction will be clear regarding which mechanism is used to identify noncompliance.

SPP Template – Part C (3)

IOWA

Indicator	Monitoring Mechanism	# of places Reviewed in 2003-2004	# of places with Findings in 2003-2004	a.# of Findings in 2003-2004	b.# Corrected w/in 1 yr, 2004-2005	% Corrected w/in 1 yr
<u>Question 4: Does the Infrastructure System support the implementation of IDEA-Part C?</u> Indicators: 8. Transition C to B 9. Monitoring	Self-Assessment by Regional Grantee					
	On-site Visit by Regional Grantee	3	2	2	2	100
	Data Review of Regional Grantee					
TOTALS	SUM COLUMNS A AND B			10	10	100

In response to the OSEP verification visit to Iowa (July 11-14, 2005) letter, Table C9.1 includes monitoring and correction data for all Regional Grantees monitored. Two Regional Grantees were monitored, one of which was Region 14. As noted in the table, all noncompliance findings were resolved within one year of identification. The noncompliance citations were identified, and the Regional Grantees were required to develop a *Continuous Improvement Plan with Corrective Action Plans* to correct the identified citations. Regional Grantees had up to one year upon receipt of the Lead Agency report to correct systemic noncompliance citations as the citations were not child-specific. After their plans were completed and the compliance citation corrected, the Regional Grantee submitted to the Lead Agency revised procedures and evidence of success that the noncompliance citations had been corrected. Also, the Regional Grantee reported corrective actions completed within their Year End Report to the Lead Agency. The OSEP verification team was provided with a copy of Region 14's 2004-2005 Year End Report with completed compliance activities highlighted. The highlighted "Evidence of Success" should have been interpreted to mean that the Regional Grantees had corrected the compliance citations. The Lead Agency assures that Regional Grantees address noncompliance citations in a timely manner to meet family-centered principles and IDEA Part C.

In response to the OSEP verification visit to Iowa (July 11-14, 2005) letter, Table C9.2 includes monitoring and correction data for all Regional Grantees monitored.²⁰ Several Regional Grantees were monitored for different priorities:

- 4 for Public Awareness and Child Find;
- 7 for Early Intervention Services in Natural Environments; and
- 3 for Early Childhood Transition.

Table C9.2.

Number and Percent of Noncompliance Related to Priorities and Indicators Corrected with One Year of Identification.

Cluster Monitored	# of Regions Monitored	# of Regions: Noncompliance Citations	Continuous Improvement Plans Approved	# of Citations Corrected	Percent Corrected within 1 year
Public Awareness and Child Find	4	3	3	3	100
EIS in the NE	7	3	3	3	100
Early Childhood Transition	3	2	2	2	100

Source. Regional Grantee focused monitoring site visits, 2003-2004; Monitoring Database, 2004-2005.

Note: Percent corrected within one year is calculated by dividing the number of citations corrected within one year by the total number of noncompliance citations.

Regional Grantee 14 was included in Public Awareness and Child Find as part of focused monitoring. As noted in the table, all noncompliance findings were resolved within one year of identification. The noncompliance citations were identified, and the Regional Grantees were required to develop a *Continuous Improvement Plan with Corrective Action Plans* to correct the identified citations. Regional Grantees had up to one year upon receipt of the Lead Agency report to correct systemic noncompliance citations as the citations were not child-specific. After their plans were completed and the compliance citation corrected, the Regional Grantee submitted to the Lead Agency revised procedures and evidence of success that the noncompliance citations had been corrected. Also, the Regional Grantee reported corrective actions completed within their Year End Report to the Lead Agency. The OSEP verification team was provided with a copy of Region 14's 2004-2005 Year End

²⁰ These results are reflected in Table B9.1 as reviewed under the On-Site Visit Mechanism. Total number of Regional Grantees monitored were 8; the monitoring focus varied from one – two focus areas within one Region.

Report with completed compliance activities highlighted. The highlighted “Evidence of Success” should have been interpreted to mean that the Regional Grantees had corrected the compliance citations. The Lead Agency assures that Regional Grantees address noncompliance citations in a timely manner to meet family-centered principles and IDEA Part C.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification. To date, Early ACCESS has not had a complaint, due process hearing or mediation held.

Discussion of Baseline Data:

A. Percent of noncompliance related to monitoring priority areas and indicators. Data in Table C9.1 indicate 100% of noncompliance citations were corrected within one year of identification. In FFY 2003-2004, five regions were cited for noncompliance in the area of Public Awareness and Child Find; three regions were cited for noncompliance in Early Intervention Services in the Natural Environment and two were cited in Early Childhood Transition. All regions had approved Continuous Improvement Plans and corrections implemented within one year of identification.

C. Percent of noncompliance identified through other mechanisms. To date, Early ACCESS has not had a complaint, due process hearing or mediation held.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2006 (2006-2007)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2007 (2007-2008)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2008 (2008-2009)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2009 (2009-2010)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2010 (2010-2011)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years..

Improvement Activity C9: Monitoring	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze monitoring indicator data with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Regional Grantees, Iowa Council for Early ACCESS, NCSEAM Part C Funding	Annually
2) Planning (Statewide systemic issues and specific Regional Grantee issues). a) Design research-based professional development for Regional Grantees to address the results of the analysis of monitoring indicator data. b) Design Technical Assistance Regional Grantees to improve monitoring indicator performance.	Early ACCESS Staff, Regional Grantees, Iowa Council for Early ACCESS, NCSEAM Part C Funding	2005-2006
3) Professional Development and Implementation. a) Provide professional development for Regional Grantees to address consistent implementation of the monitoring process. b) Provide Technical Assistance to Regional Grantees to implement corrective action plans.	Early ACCESS Staff, Regional Grantees, Iowa Council for Early ACCESS, NCSEAM Part C Funding	2005-2011
4) Evaluation and Progress Monitoring. a) Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of Regional Grantee monitoring.	Early ACCESS Staff, Regional Grantees Part C Funding	2005-2011
5) Verification. a) Verify improvement of Regional Grantee indicator performance through the monitoring system.	Early ACCESS Staff	2005-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Complaint procedures adhere to all of the requirements of 34 CFR 303.662 as reflected in *Iowa Administrative Code* (IAC) 281-41.105. When a complaint is filed at the Lead Agency, the complainant is informed of two options for resolving differences in a manner that promotes cooperative and collaborative relationships: (1) the Resolution Facilitator process, and (2) mediation.

If the complainant forgoes the mediation options to pursue the complaint process, the following occurs:

- A copy of the complaint is sent to the appropriate Regional Grantee Administrator to conduct the first round of the investigation;
- The Administrator completes a protocol report at the conclusion of the investigation;
- The report is sent to the Lead Agency, any involved Signatory Agency and the complainant;
- The Lead Agency contacts the complainant, who is provided the opportunity to submit additional information to the Lead Agency;
- The Lead Agency conducts a second investigation, targeting any differences between the report submitted by the Administrator and the additional information submitted by the complainant;
- Based on this investigation, the Lead Agency submits a final decision that is disseminated to the complainant, any involved Signatory Agency and the Regional Grantee;
- A Continuous Improvement Plan is developed and submitted to the Lead Agency, Regional Grantee and the complainant;
- The Continuous Improvement Plan and timelines are implemented, and monitored by the Regional Grantee and the Lead Agency;
- Sanctions are given if a Continuous Improvement Plan is not implemented in a timely manner as outlined in 281-41.135 (IAC).

If a need exists for an extension past 60 calendar days, the Complaint Officer shall write a letter to the complainant providing the rationale, with copies being provided to the Regional Grantee Administrator and the Superintendent. The extension will be used only if exceptional circumstances exist concerning a particular complaint. When possible, the complainant will be contacted to discuss a mutual understanding of a deadline.

Examples of exceptional circumstances include:

- The investigation is hindered by the unavailability of necessary parties or information.
- Either the agency or complainant submits additional data that changes the course of the investigation.
- The complainant submits large volumes of additional information at a date making it impossible to review and stay within the timeline.

Iowa adheres to exceptional circumstance procedures for the 60-day timeline; reasons for an extended timeline are documented and followed to ensure the process is implemented appropriately.

Noncompliance is identified as previously described. Specifically, the Regional Grantee Administrator conducts the first round of the investigation. To facilitate the identification of violations, the Administrator must delineate each issue to be investigated, and develop an individualized, investigative plan. Implementation of the plan includes thorough and comprehensive fact-finding activities as well as the collection and verification of all necessary data. During this process, any involved Signatory Agency must assist the Administrator, providing access to any requested documentation, facilities, and staff. Staff must be available for interviews, as needed, and unencumbered by reprisals, implied or otherwise, for providing relevant information.

During the second investigation by the Lead Agency, differences between the Administrator's report and the additional information submitted by the complainant are examined. If the complainant requests that certain individuals be contacted as part of the investigation, every effort is made to do so. As in the first round of investigation, any involved Signatory Agency must assist the Lead Agency, providing access to any requested documentation, facilities, and staff.

If noncompliance is indicated, further investigation is conducted in the following areas:

- Regional Grantee written procedures and policies;
- Signatory Agency policies and procedures;
- Lead Agency rules and laws;
- Lead Agency due process hearings;
- Pertinent court rulings;
- Iowa Attorney General opinions;
- Federal statutes, regulations, OSEP comments, and other OSEP guidance.

The Lead Agency renders a final decision, and disseminates this to the complainant, any involved Signatory Agency and the Regional Grantee. The decision addresses any noncompliance which includes the remediation of any violations, and the specification of awards of compensatory services or other corrective actions that may be appropriate. If the complaint is substantiated, a Continuous Improvement Plan is developed and submitted to the Lead Agency, the Regional Grantee and the complainant. The Lead Agency may develop the plan and provide it to the Regional Grantee, or the Regional Grantee may submit its own action plan. If the Regional Grantee requests the latter option, the Lead Agency reviews the plan and decides whether it is adequate or negotiates until all parties can come to an agreeable plan.

If a failure to provide appropriate services is found, the Lead Agency addresses how to remediate the denial of those services. Remediation may include the awarding of compensatory services, monetary reimbursements or other corrective action appropriate to the needs of the child, or to the appropriate

future provision of services for all students with disabilities in the Regional Grantee or Signatory Agency.

The Continuous Improvement Plan and timelines are implemented and monitored by the Regional Grantee and the Lead Agency. Follow-up includes technical assistance, assurance and documentation of adherence to specified timelines, and documentation of the completion of any activities included in the plan. If the Continuous Improvement Plan does not occur within the prescribed timelines, the Lead Agency implements sanctions as described in 41.135(256B,273,282). As of FFY 2003-2004, no sanctions have been implemented by the Lead Agency.

Past data on the Complaint System revealed no systemic issues; as of FFY 2003-2004, there have been no complaints filed with the Lead Agency.

Baseline Data for FFY 2004 (2004-2005):

There were no complaints filed with the Lead Agency in FFY 2004-2005.

Discussion of Baseline Data:

Though there have been no complaints filed, the Lead Agency continually reviews the System with mediators and ALJs to improve its effectiveness. The Lead Agency has also emphasized in trainings and technical assistance documents to Regional Grantees the importance of the provision of parental rights to families at all mandated occasions. Technical Assistance was adapted with NCSEAM guidance. The explanation of parental rights is incorporated in Part C consents and authorizations used for evaluation, transition, and Written Prior Notice. In addition, the Parent Educator Connection (program with designated coordinators in each Region who provide support of the partnership between service providers and families to strengthen outcomes for children and families) has targeted increasing attendance at Part C to Part B transition IFSP meetings and parents' understanding of their rights.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.
2006 (2006-2007)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.
2007 (2007-2008)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.
2008 (2008-2009)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.
2009 (2009-2010)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.
2010 (2010-2011)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C10: Complaints	Resources	Timeline
1) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of complaints with collaborative partners. b) Provide Technical Assistance Regional Grantees in the interpretation of implementation results of complaints.	Early ACCESS Staff, Regional Grantees, Signatory Agencies, Iowa Council for Early ACCESS Part C Funding	Annually
2) Revision to Practice. a) Provide Technical Assistance to Regional Grantees in data-driven revisions to complaint process. b) Provide professional development to Regional Grantees to implement data-driven revisions to complaint process.	Early ACCESS Staff Part C Funding	2005-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

The due process hearing requirements are within 281—41.112 – 41.125 (IAC). Within five business days of receipt of a hearing request, the Lead Agency contacts all pertinent parties to notify the proper school officials in writing of the appeal. An Administrative Law Judge (ALJ) is assigned, on a rotational basis. The Lead Agency arranges a conference call with all parties; the ALJ presides over the call and is responsible for adhering to timelines. Written decisions from the due process hearing are sent by ALJs to all parties.

For every issue identified in a hearing, the ALJ specifically identifies the prevailing party. The Lead Agency reviews the outcome to determine whether the Regional Grantee or Signatory Agency was within compliance or not. The outcomes for each issue addressed in the hearing are entered into the Lead Agency's data system. Year-end reports are written, examining the noncompliance issues and whether the state has any responsibility for future technical assistance activities or for any other appropriate action.

Although the ALJ typically provides direction for the Regional Grantee regarding future action to correct noncompliance, sometimes he/she continues involvement in the process. Documentation that the action occurred and was implemented as mandated is required. Timelines are provided in the decision for implementation. If a party contacts the Lead Agency because of a belief that implementation did not occur, the Lead Agency schedules a conference call with the appropriate ALJ and all parties, and the ALJ advises the parties in the hearing if future actions are necessary.

Due process hearing procedures are written by the Iowa Department of Education. These procedures are reviewed on an ongoing basis by the department and the administrative law judges (ALJ). The ALJs are invited to provide input. Each is provided with current procedures should revisions occur. The specific language in the procedures for addressing continuances requires:

If any party desires a continuance, a request (stating the reason and time frame) must be submitted for the ALJ. The other party must be provided a copy of the request and an opportunity to either agree or contest the request. The ALJ is responsible for either issuing or denying the continuance. The ALJ is also responsible for sending the continuance or denial for continuance to all parties in the

case. All continuance decisions including timelines are to be included in the written final due process hearing decision.

During the four annual quarterly inservices with the administrative law judges and on other occasions throughout the year, the department continues to stress to them the importance of adhering to the timeline requirements.

Past data on the Due Process Hearing System revealed no systemic issues; as of FFY 2003-2004, there have been no complaints filed with the Lead Agency.

Based on implementation of the Due Process Hearing System and these data, the Lead Agency engaged in the following activity: continued to analyze statewide data regarding due process concerns to address and rectify issues related to child and system issues.

Baseline Data for FFY 2004 (2004-2005):

There were no hearings filed with the Lead Agency in FFY 2004-2005.

Discussion of Baseline Data:

Though there have been no hearings filed, the Lead Agency continually reviews the System with mediators and ALJs to improve its effectiveness. The Lead Agency has also emphasized in trainings and Technical Assistance documents to Regional Grantees the importance of the provision of parental rights to families at all mandated occasions. Technical Assistance was adapted with NCSEAM guidance. The explanation of parental rights is incorporated in Part C consents and authorizations used for evaluation, transition, and Written Prior Notice. In addition, the Parent Educator Connection (program with designated coordinators in each Region who provide support of the partnership between service providers and families to strengthen outcomes for children and families) has targeted increasing attendance at Part C to Part B transition IFSP meetings and parents' understanding of their rights. Though we are a birth mandate state, stakeholder input has determined we will follow Part C Due Process Procedures for birth to 3.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.
2006 (2006-2007)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.
2007 (2007-2008)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.
2008 (2008-2009)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.

2009 (2009-2010)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.
2010 (2010-2011)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

Improvement Activity C11: Hearings	Resources	Timeline
1) Research (Statewide systemic issues and specific Regional Grantee issues). a) Gather, report, and analyze ALJs' process with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Regional Grantees Part C Funding	Annually
2) Planning (Statewide systemic issues and specific Regional Grantee issues). a) Design Technical Assistance for ALJs meeting the due process hearing 30-day timeline.	Early ACCESS Staff, Regional Grantees Part C Funding	2006-2007
3) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results due process hearings in 30 days with collaborative partners.	Early ACCESS Staff Part C Funding	2005-2011
4) Revision to Practice. a) Provide Technical Assistance to ALJs in data-driven revisions to hearing timelines.	Early ACCESS Staff Part C Funding	2005-2011
5) Verification. a) Verify improvement of due process hearing 30-day timeline through the monitoring system.	Early ACCESS Staff Part C Funding	2005-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

This Indicator is not included as Iowa has adopted Part C's due process system.

Baseline Data for FFY 2004 (2004-2005):

Not Applicable.

Discussion of Baseline Data:

Not Applicable.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Not Applicable.
2009 (2009-2010)	Not Applicable.
2010 (2010-2011)	Not Applicable.

Improvement Activities/Timelines/Resources:

Not Applicable.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 13: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = $(2.1(a)(i) + 2.1(b)(i))$ divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Iowa has options for dispute resolutions that primarily include mediation and the Resolution Facilitator process. Mediation has been available in Iowa since 1976, making Iowa the third state in the nation to offer this option. The Resolution Facilitator process is an informal mediation available through Iowa's 12 Regional Grantees. This was instituted in March 2000.

Mediation. Updated mediation procedures were written and implemented as of July 1, 2005, to meet Sec. 615(e) statute requirements of IDEA 2004. Mediation is available to all parties to resolve disputes involving any matter, including matters arising prior to the filing of a complaint. Procedures ensure that the mediation process is voluntary on the part of all parties; not used to deny or delay a parent's right to a due process hearing or to deny other rights afforded; and conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Regional Grantees are allowed to establish procedures to offer to parents and service providers that choose not to use the mediation process an opportunity to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with a parent training and information center or community parent resource center or an appropriate alternative dispute resolution entity, to encourage the use, and explain the benefits, of the mediation process to parents.

The State maintains a list of individuals who are qualified as mediators and knowledgeable in laws and regulations relating to the provision of early intervention services. Mediators are assigned on a rotational basis. The State bears the cost of the mediation process, including the costs of meetings with a disinterested party who is under contract with a parent training and information center or community parent resource center or an appropriate alternative dispute resolution entity, to encourage the use, and explain the benefits, of the mediation process to parents. Each session in the mediation process is scheduled in a timely manner and held in a location that is convenient to the parties to the dispute.

When a complaint is resolved through the mediation process, the parties execute a legally binding agreement that sets forth the resolution; states that all discussions that occurred during the mediation process are confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; is signed by both the parent and a representative of the agency who has the authority to bind such an agency; and is enforceable in any State court of competent jurisdiction or in a district court of the United States. Brochures, templates for developing legally binding agreements, and pamphlets are mailed to all participants to better prepare parties for the process. Parties are sent a form that they will be asked to sign at the mediation entitled "Agreement to Mediate." A "shepherd"

is selected by the participants to oversee each settlement agreement. A written summary of the mediation and preappeal settlement agreement is prepared by the mediator and disseminated to all parties involved within two business days, if possible, following the conference. Evaluations are distributed to the participants at the end of the mediation and Preappeal Conference process. A follow-up survey is conducted to determine whether the settlement agreement is being implemented.

Discussions that occur during the mediation process are confidential and may not be used in any subsequent due process hearing or civil proceeding.

Mediators have adopted *Standards for Special Education Mediators* that apply to both mediation and the Preappeal Conference. Mediators meet quarterly, review all data collected by the Lead Agency, and continually examine ways to improve the statewide system.

Resolution Facilitator Process. The Resolution Facilitator process is a statewide informal mediation process available through each of Iowa's 12 Regional Grantees. The mediator is referred to as the Resolution Facilitator. Each Regional Grantee has a designated person(s) known as the Resolution Facilitator Contact(s). Regional Grantees have designated a cadre of people who assist with resolving differences (either informally or formally). The Resolution Facilitator obtains an agreement signed by all parties to continue with the process. Parties share views, and information is clarified and prioritized for discussion. Solutions are developed, discussed and negotiated. Subsequent to a mutual understanding, the Resolution Facilitator develops a written draft agreement. Within 10 business days the draft is submitted to all parties for review. The finalized agreement is submitted to the Lead Agency, Regional Grantee, and all parties involved.

Baseline Data for FFY 2004 (2004-2005):

There were no mediations requested and no mediations held in FFY 2004-2005.

Discussion of Baseline Data:

Although Iowa has not had any mediation requests, great efforts have been made to assure that parents are aware of their rights under IDEA and the availability of mediation as a way to resolve disputes. The Lead Agency has emphasized in trainings and Technical Assistance documents to Regional Grantees the importance of the provision of parental rights to families at all mandated occasions. Technical Assistance was adapted with NCSEAM guidance. The explanation of parental rights is incorporated in Part C consents and authorizations used for evaluation, transition, and Written Prior Notice. In addition, the Parent Educator Connection (program with designated coordinators in each Region who provide support of the partnership between service providers and families to strengthen outcomes for children and families) has targeted increasing attendance at Part C to Part B transition IFSP meetings and parents' understanding of their rights.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	90% of the mediations held will reach an agreement.
2006 (2006-2007)	90.1% of the mediations held will reach an agreement.
2007 (2007-2008)	90.2% of the mediations held will reach an agreement.
2008 (2008-2009)	90.3% of the mediations held will reach an agreement.
2009 (2009-2010)	90.4% of the mediations held will reach an agreement.
2010 (2010-2011)	90.5% of the mediations held will reach an agreement.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (3) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity C13: Mediations	Resources	Timeline
1) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of mediations with collaborative partners. b) Provide Technical Assistance to mediators in the interpretation of implementation results of mediation.	Early ACCESS Council, Early ACCESS Staff, Mediators Part C Funding	Annually
2) Revision to Practice. a) Provide Technical Assistance to mediators in data-driven revisions to improve the mediation system. b) Provide professional development to mediators to implement data-driven revisions to improve the mediation system.	Early ACCESS Staff, Mediators Part C Funding	2005-2011

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 14: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

State reported data, including 618 data, State performance plan, and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

Iowa ensures timely and accurate data as mandated in the Iowa Administrative Rules. Timely is defined as 618 Data Tables and the APR submitted on or before established due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution and March 31, 2005, for the APR). Accurate is defined as providing timely data subsequent to several data checks or data verification procedures based on contract or grant requirements.

Iowa's Regional Grantees and the Lead Agency use the Information Management System (IMS) to collect, store, manage, distribute, and report accurate and timely data. The primary function of the IMS is to provide the Regional Grantees with data organized around the service delivery system for special education and early intervention services in Iowa. Technical assistance is provided to IFSP teams and Regional Grantee data entry personnel by staff from IMS, Regional Grantees and the Lead Agency. Statewide data have been compiled electronically through IMS since 2000. The IMS is used for 618 Data Tables, Annual Performance Reports and State Performance Reports.

Iowa's IMS data system entails data checks at several steps:

Step 1. Regional Grantee IMS data entry personnel are trained to review IFSPs for completeness and consistency. If needed IFSP team members are contacted for specific data or the IFSP is returned for corrections.

Step 2. When data are entered into IMS, several types of automatic data quality messages appear on the IMS screens:

- When a new student is entered the statewide historical database is queried to see if the student may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that the data person can check to see if the new student was previously served. This routine reduces the risk of the same student having two different IMS ID numbers.
- Some data fields are required before data entry can continue. For example if the resident district code, gender, ethnicity, birth date, or serve status is left blank, a message appears with a prompt and no further data entry is allowed until a valid value is entered.

- For other data fields, a message appears but data entry may continue. For example if the IT code is left blank, a message advises the operator but data entry continues. These messages are saved and written to a Verification Report (see below).

Step 3. A Verification Report, sorted by Regional Grantee, lists data warnings and possible data errors that need to be checked. The report is run in real time so it is continuously updated and available to data entry personnel. The data person reviews the report for his or her respective Regional Grantee cross checking against the IFSP and following up with Regional Grantee and local IFSP team members as needed. Types of warning in the report include possible duplicate students, questionable age/grade combination, blank disability code or IT code, invalid program/service combination, and invalid full-part time code. The Verification Report is monitored by the Lead Agency to ensure that Regional Grantees regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit).

Step 4. The Lead Agency data personnel periodically review IMS, personnel, and discipline data and contact IMS and Regional Grantee staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.

In FFY 2002-2003 and 2003-2004, five 618 tables and annual performance reports (APRs) were submitted on time with required data. Further, accurate data were provided as described previously. In addition to the IMS, the Lead Agency receives and sends data from multiple sources (Signatory Agencies). Table C14.1 shows the source and data obtained by the Lead Agency for reporting and analysis of overall improvement of the Part C system. Data verification, based on contract or grant reporting requirements, is the responsibility of each data source prior to submission to the Lead Agency.

Table C14.1.

Part C Data Sharing Among Partnering Agencies.

Data Source	Data	Sent to	How Used
Iowa Department of Public Health	General population/demographic	Lead Agency	Calculation and monitoring of child identification rates
Iowa Department of Public Health	Newborn hearing screening results	Lead Agency	Schedule re-screenings
University of Iowa COMPASS system	CAPTA child abuse	Lead Agency	Monitor implementation of new laws and effectiveness of collaboration
University of Iowa COMPASS system	State central point of entry	Lead Agency	Facilitation of child referral
Iowa Department of Human Services	Medicaid service	Lead Agency	Determine Medicaid costs, benefits, and opportunities for maximizing use of finances
Lead Agency	Regional monitoring data profiles	Regional Grantees	Facilitation of continuous improvement planning
Lead Agency	Regional monitoring data profiles	State interagency coordinating council	Set council activities and monitoring priorities
Regional Grantees	Number of referrals by source	Lead Agency	Annual Performance Report and facilitation of continuous improvement planning

Source. Iowa Department of Education contracts and Early ACCESS system activities calendar, 2003-2004.

Baseline Data for FFY 2004 (2004-2005):

Five tables were submitted in 2004-2005; all five 618 data tables were submitted on time. Accurate data were provided as described in prior text. All 2004-2005 data required for each indicator in this State Performance Plan has been provided and are accurate and timely.

Discussion of Baseline Data:

Timely and accurate data were verified using procedures described in the overview section, and submitted before established due dates:

- February 1 for child count, including race and ethnicity, settings;
- November 1 for exiting, personnel, dispute resolution); and
- December 1 for the State Performance Plan.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2006 (2006-2007)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2007 (2007-2008)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2008 (2008-2009)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2009 (2009-2010)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2010 (2010-2011)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (3) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity C14: Timely and Accurate Data	Resources	Timeline
1) Research (Statewide systemic concerns and specific Regional Grantee concerns). a) Gather, report, and analyze the accuracy of 618 data with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee Part C Funding	Annually

Improvement Activity C14: Timely and Accurate Data	Resources	Timeline
<p>2) Planning (Statewide systemic concerns and specific Regional Grantee concerns).</p> <p>a) Design research-based professional development to provide to Regional Grantees and IFSP team members to address the accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form.</p> <p>b) Develop research-based Technical Assistance to targeted Regional Grantees and IFSP team members to address the accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form.</p>	<p>Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee</p> <p>Part C Funding</p>	<p>2005-2011</p>
<p>3) Professional Development and Implementation.</p> <p>a) Provide professional development to Regional Grantees and IFSP team members to address accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form.</p> <p>b) Provide Technical Assistance to targeted Regional Grantees and IFSP team members to address the accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form.</p>	<p>Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee</p> <p>Part C Funding</p>	<p>2005-2011</p>
<p>4) Evaluation and Progress Monitoring.</p> <p>a) Gather, report and analyze implementation results on data accuracy.</p> <p>b) Provide Technical Assistance to Regional Grantees in the interpretation of implementation on data accuracy.</p>	<p>Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee</p> <p>Part C Funding</p>	<p>2005-2011</p>
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Regional Grantees in data-driven revisions to data accuracy plans.</p> <p>b) Provide professional development to Regional Grantees to implement data-driven revisions to data accuracy plans.</p>	<p>Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee</p> <p>Part C Funding</p>	<p>2005-2011</p>

Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	0
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	0
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	0
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0